## DOCUMENT RESUME

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| IDENTIFIERS | *Department of Agriculture |

ABSTRACT

This document comprises the proceedings of a conference that brought together administrators, researchers, and faculty from historically black colleges and universities (HBCUs) to address the growing problem of retaining black students. Activities were structured into 5 general sessions, 16 concurrent sessions, and 2 special sessions. Principal speakers addressed ways to recruit and retain black students, along with other issues of broader scope and fundamental importance to black colleges. A discussion panel examined retention issues from diverse perspectives, including that of representatives of the U.S. Army Training and Doctrining Headquarters. The papers presented in the concurrent sessions described effective recruitment and retention programs, and examined psychological factors affecting black college students. Workshops focused on methodology, innovative applications, creative techniques, and utilization of materials and equipment in retention programs. Special activities included an autograph hour with Dr. Jacqueline Fleming, author of "Blacks in College," and a sunrise event for all participants from historically black colleges at which representatives of the U.S. Department of Agriculture explained the 47 programs available to HBCUs. Abstracts of the main speeches and the research reports are included. Summaries of conference attendance and evaluation data and rosters of the conference staff, program participants, and registrants are appended. (FMW)

***********************************************************************
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***********************************************************************

ED316608

# CONFERENCE

"National Conference on Black Student Retention in Historically/Traditionally Black Colleges and Universities"

"Retention is everyone's business"

Americana Hotel in Disney Village
Lake Buena Vista Orlando, Florida

November 5-8, 1985

U.S. DEPARTMENT OF EDUCATION
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Dr Clinita A. Ford
Florida A·M University
Retention Conference Director
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# PROCEEDINGS

## 1985

UD 027 294

Hosted By:
The Florida Agricultural and Mechanical University

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City of Orlando
400 SOUTH ORANGE AVENUE
ORLANDO, FLORIDA
32801

OFFICE OF
BILL FREDERICK
MAYOR

TELEPHONE
(305) 849-2221

TO: All those attending the First National Conference on Black Student Retention in Historically/Traditionally Black. Colleges and Universities.

WELCOME!

On behalf of the citizens of Orlando, it is my pleasure to welcome you to "The City Beautiful." From natural wonders to man-made fantasy, Orlando offers something for everyone.

We feel fortunate to live in a city with a high quality of life, diversity of life style, and events and attractions. As our guests, you, too, can enjoy all of the wonderful amenities that Orlando has to offer. Visit our beautiful parks and lakes, our championship golf courses, our lush forests, and of course, our world-famous attractions.

Wherever you go, you will find friendly Floridians who are experienced and willing hosts. We want you to enjoy vacationing here as much as we enjoy living here.

Best wishes for a pleasant stay.

Cordially,

Bill Frederick

Bill Frederick
Mayor

STATE OF FLORIDA
**Office of the Governor**
THE CAPITOL
TALLAHASSEE 32301

BOB GRAHAM
GOVERNOR

November 5, 1985

Dear Conferees:

It is a pleasure for me to welcome you to the Americana Dutch Resort Hotel in Lake Buena Vista for the First National Conference on Black Student Retention in Historically/Traditionally Black Colleges and Universities.

This timely conference, by bringing together interested higher education officials, administrators, faculty, staff and students, will prove invaluable in helping our Nation meet its commitment to fully educating its citizenry. I commend each of you for giving of your time, energy and expertise to the task of examining the problem and exploring possible solutions to black student retention.

I regret that I am unable to be with you for this week's conference but look forward to hearing the outcome of your discussions.

Sincerely,

Bob Graham
Governor

BG/nkc

An Affirmative Action/Equal Opportunity Employer

PAULA HAWKINS
FLORIDA

United States Senate
WASHINGTON, DC 20510

November 5, 1985

Dear Friends:

It is a pleasure for me to extend a warm welcome to the participants in this First National Conference on Black Student Retention in Historically/Traditionally Black Colleges and Universities.

Education is a powerful force in our increasingly complex American society. We rely on it to develop the talents of our young people and to inspire them to tackle new and often difficult challenges in preparation for assuming leadership roles in their communities, state and nation.

The institutions you represent are uniquely positioned to transmit to these students the fundamental values and traditions which can prepare them to reach their goals and objectives.

I am pleased that Florida A & M University, which has been a part of this state's university system since 1905, is sponsoring this important examination into the challenge of increased competition for students and how they can be attracted to your institutions.

This nation's traditional black colleges and universities, which were often the pathfinders of educational opportunity in the past, can and should remain an important contributor to quality higher education.

Wishing you a most successful and enjoyable conference, I am

Sincerely,

Paula Hawk

Paula Hawkins
United States Senator

**DON FUQUA**
2D DISTRICT
FLORIDA

2269 RAYBURN HOUSE OFFICE BUILDING
WASHINGTON, D.C. 20515
202/225-5235

CHAIRMAN
COMMITTEE ON
SCIENCE AND TECHNOLOGY

RANKING MAJORITY MEMBER
COMMITTEE ON
GOVERNMENT OPERATIONS

**Congress of the United States**
**House of Representatives**

October 15, 1985

Dr. Frederick S. Humphries
President
The Florida Agricultural and
Mechanical University
Tallahassee, Florida 32307

Dear Dr. Humphries:

I am pleased to have this opportunity to welcome participants to the "First National Conference on Black Student Retention in Historically/Traditionally Black Colleges and Universities.

Florida A&M University has long been in the forefront of educational opportunities for Americans and is now fastily becoming an institution of higher learning with international implications. I am proud to see an institution that is located in the congressional district that I represent hosting this highly significant event.

America's historically/traditionally Black colleges and universities grant in excess of 30,000 degrees each year and have produced the majority of our Black doctors, lawyers, teachers, scientists and other professionals. The achievements of the graduates of Black colleges and universities is not only a source of pride and inspiration for Black Americans, but is a pinnacle of success for all Americans.

Again, I am pleased to extend greetings not only to the native Floridians but also to those who have traveled across the country to contribute to the success and expansion of this conference.

Sincerely,

Don Fuqua

DON FUQUA
Member of Congress

DF/mm

NO. BRONOUGH ST.—#5015
LLAHASSEE, FLORIDA 32301
904/681-7434

1990-A SO. FIRST ST.
LAKE CITY, FLORIDA 32055
904 755-5657

POST OFFICE BLDG.—#109
MARIANNA, FLORIDA 32446
904/526-3525

## PRESIDENT'S WELCOME ADDRESS

The President of the Florida A and M University welcomed participants to the "First National Conference on Black Student Retention in Historically/Traditionally Black Colleges and Universities" in the following address:

> "The Florida Agricultural and Mechanical University welcomes you to the "First National Conference on Black Student Retention in Historically/Traditionally Black Colleges and Universities." We expect this to be a landmark conference for personnel from our black institutions and others with similar interests in increasing the retention of black students in higher education.
>
> The participation of Blacks in Higher Education is at a crisis level. The Black student enrollment is in a sharp decline. Our nation stands to suffer a great loss of potential leaders and other human resources if this trend continues. Through this conference, we can collectively address this problem of declining retention and share information on what has been effective at our respective institutions.
>
> We invite your full participation in the conference. We want you to share your ideas, thoughts and success stories with us. Join with us in this effort to help keep America's Black Colleges and Universities a viable part of our nation's academic community and Black students' participation in Higher Education creditable (Frederick S. Humphries, President, The Florida Agricultural and Mechanical University, Tallahassee, Florida 1985)."

1887

## CONFERENCE COORDINATOR'S GREETINGS

Dr. Clinita Arnsby Ford, Conference Coordinator, extended her warm greetings to the registrants in the following address:

> "We welcome you to a premier conference hosted by The Florida Agricultural and Mechanical University. During the next three days, you will hear outstanding speakers, engage in stimulating discussions, share ideas and seek new approaches to a not so new problem. Your challenge is to leave with a commitment to implement effective strategies that will enhance the retention of Black students at your respective institutions. Through a united effort, our Black colleges and universities will survive.
>
> We have brought you to Florida's Showcase, Disney World and EPCOT Center. These and numerous other attractions in the vicinity await your presence for entertainment and fun. Florida Leisure Attractions, Gatorland Zoo, Medieval Times, Orlando Jai Alai, Sea World, and Shakespeare's of Church Street have extended special Florida Sunshine courtesies to you.
>
> Your conference hosts/hostesses are wearing orange and green ribbons on their badges. We are at your disposal to make this conference a meaningful experience and to make your visit a memorable and enjoyable occasion (Clinita A. Ford, Director, Title III Programs, The Florida Agricultural and Mechanical University 1985)."

**ALPHA KAPPA ALPHA SORORITY, INC.**

**Would like to congratulate Florida A & M University on its premier conference for student retention at the historically black colleges and universities.**

# CONFERENCE BACKGROUND AND PURPOSE

At its heart, the word 'crisis' refers to a time of great decision, a moment in which survival itself is drawn into question. A precipitous decline in the population of Black students at America's Historically Black Colleges and Universities has presented these institutions with a time of profound decision-making. The crisis has emerged because of competition from flagship state universities and influential non-black private institutions for lower and upper division students, circumscribed budgets, scarce resources, and decreased financial aid for students. Acting individually and synergistically, these conditions have seriously threatened those institutions with the most experience at providing higher education to America's black youth--the Historically Black Colleges and Universities.

While many colleges and universities have implemented innovative and farsighted programs in response to the problem of enrollment and retention of Black students, they have done so in isolation from one another. To end that isolation and to stimulate a collective response to these crisis conditions, the Florida Agricultural and Mechanical University initiated the idea that the administrators, researchers and faculty who have a common interest in the education of black youth must meet to share their knowledge and expertise. The vehicle for its endeavor in communication would become the National Conference on Black Student Retention at Historically/Traditionally Black Colleges and Universities. The premier conference is being hosted by The Florida Agricultural and Mechanical University, which is in its fourth year of a five-year plan to develop an institutional retention management program, funded under Title III of the Higher Education Act of 1965.

The Conference idea has drawn praise, support and helpful advice from all sectors of the educational community. It has been heralded an an event through which participants will address a critical problem of black student retention in black colleges and universities and will:

Acquire new information regarding the breadth and intensity of the problem

Exchange ideas on how to increase the black student retention

Gain new insights into educational perspectives related to the problem

Explore a wide spectrum of approaches to the problem

Gather student retention materials, ideas and descriptions of models adaptable for use at respective institutions.

The inherent value of the conference is expected to reinforce the importance of America's Black Colleges and Universities in the nation's diverse academic community.

# AEROENGINEERING

**"Air flow management does more than help Aerostar and Merkur get better mileage, it also contributes to better handling."** ***Larry Socha***
*Manager,*
*Exterior and Aerodynamics,*
*Design Engineering*

*Complete air flow management helps make Aerostar's fuel economy ratings better than those of many 1985 compact sedans.**

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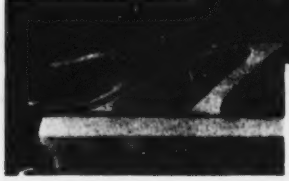

*Merkur's biplane rear spoilers not only contribute to solid road feel but also help reduce the air turbulence behind the vehicle for greater aerodynamic efficiency.*

Merkur uses a small scoop to take only as much air as the engine needs for cooling and let the rest flow over the car smoothly to exert "down force" on Merkur's biplane rear spoilers. Result: The feel of solid, in-touch-with-the-road, quality.

*26 EPA estimated city mileage (van)
23 EPA estimated city mileage (wagon)

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## CONFERENCE OVERVIEW

**The "First National Conference on Black Student Retention in Historically/Traditionally Black Colleges and Universities"** was planned to address issues on black student retention. Conference activities were structured into five general sessions, 16 concurrent sessions, and two special sessions.

The distinguished principal speakers addressed all of the conference participants in the general sessions; the essence of these sessions being issues of broad scope and fundamental importance to the black colleges and universities. A discussion panel examined issues of black student retention from refreshingly diverse perspectives. Insight into a special program for ROTC Cadets at Historically Black Colleges and Universities (HBCU's) was offered by representatives from the U.S. Army Training and Doctrine. Question and Answer periods followed General Sessions II, III, and IV, which offered conference participants an opportunity to engage conference speakers in an exhange of ideas and opinions.

The concurrent sessions were developed from the responses to "Call for Conference Presentation Proposals." These sessions provided an opportunity for conference participants to share ideas on issues related to the conference theme, to share results of research, to describe model projects, to present analyses of critical problems and to provide information gathered from other scholarly endeavors.

There were controversial issues and occasionally, conflicting opinions. All of the presentors were not from black colleges and universities. The broad cross-section and experiences and backgrounds of the professionals were stimulating and enriching. The participants learned from each other and made applications as feasible in their respective institutions. A few workshops were scheduled during the concurrent sessions. These focused on methodology, innovative applications, creative techniques and utilization of materials and equipment in student retention programs.

One of the special activities, an autograph hour, provided an opportunity for personal interaction with the Author-Speaker and for receiving a personally autographed copy of Blacks in College at a discount price. The second special activity was a sunrise event for all participants from Historically Black Colleges and Universities. The U.S. Department of Agriculture (USDA) and the U.S. Civil Rights Department, by special invitation, had several officials in attendance to discuss the USDA's focus on HBCU's. The USDA has 47 programs available to HBCU's, making this worth the early rising.

In addition to the general and concurrent sessions, and the special activities, there was an "Information Exchange" table for material selection and sign-ups. All participants were extended an invitation to bring materials for the "Information Exchange". In the same area, there were conference momentos for sale.

Door prizes added the spice to the lighter side of the conference. The grand prize awarded at the closing luncheon was a FREE Eastern Airline ticket for two, to any place in the Continental USA. Participants enjoyed the conference and the Florida Sunshine.

**DELTA SIGMA THETA SORORITY, INC.**

**SALUTES**

**FLORIDA A&M UNIVERSITY FOUNDATION**

**AND**

**DR. CLINITA A. FORD**

**FOR THE**

***"FIRST NATIONAL CONFERENCE ON BLACK STUDENT RETENTION IN HISTORICALLY/TRADITIONALLY BLACK COLLEGES AND UNIVERSITIES"***

**We commend you for your foresight and vision.**

**Hortense G. Canady**
***National President***

**Dr. Yvonne Kennedy**
***National First Vice President***

**Karla Bailey**
***National Second Vice President***

**Dr. Nancy Randolph**
***National Secretary***

**Dolores Bennette**
***National Treasurer***

**Shirley A. Brown**
***Executive Director***

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☆ Nationally recognized publications for professionals and students.

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-- From the corporate "Priority on People" policy
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**FILENE'S BASEMENT**
BOSTON, MASSACHUSETTS
**FOLEY'S**, HOUSTON, TEXAS
**GOLD CIRCLE**, COLUMBUS, OHIO
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**LAZARUS**, COLUMBUS, OHIO

**I. MAGNIN**, SAN FRANCISCO, CALIFORNIA
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**RALPHS**, LOS ANGELES, CALIFORNIA
**RICH'S**, ATLANTA, GEORGIA
**RICHWAY**, ATLANTA, GEORGIA
**SANGER HARRIS**, DALLAS, TEXAS
**SHILLITO RIKES**, CINCINNATI, OHIO

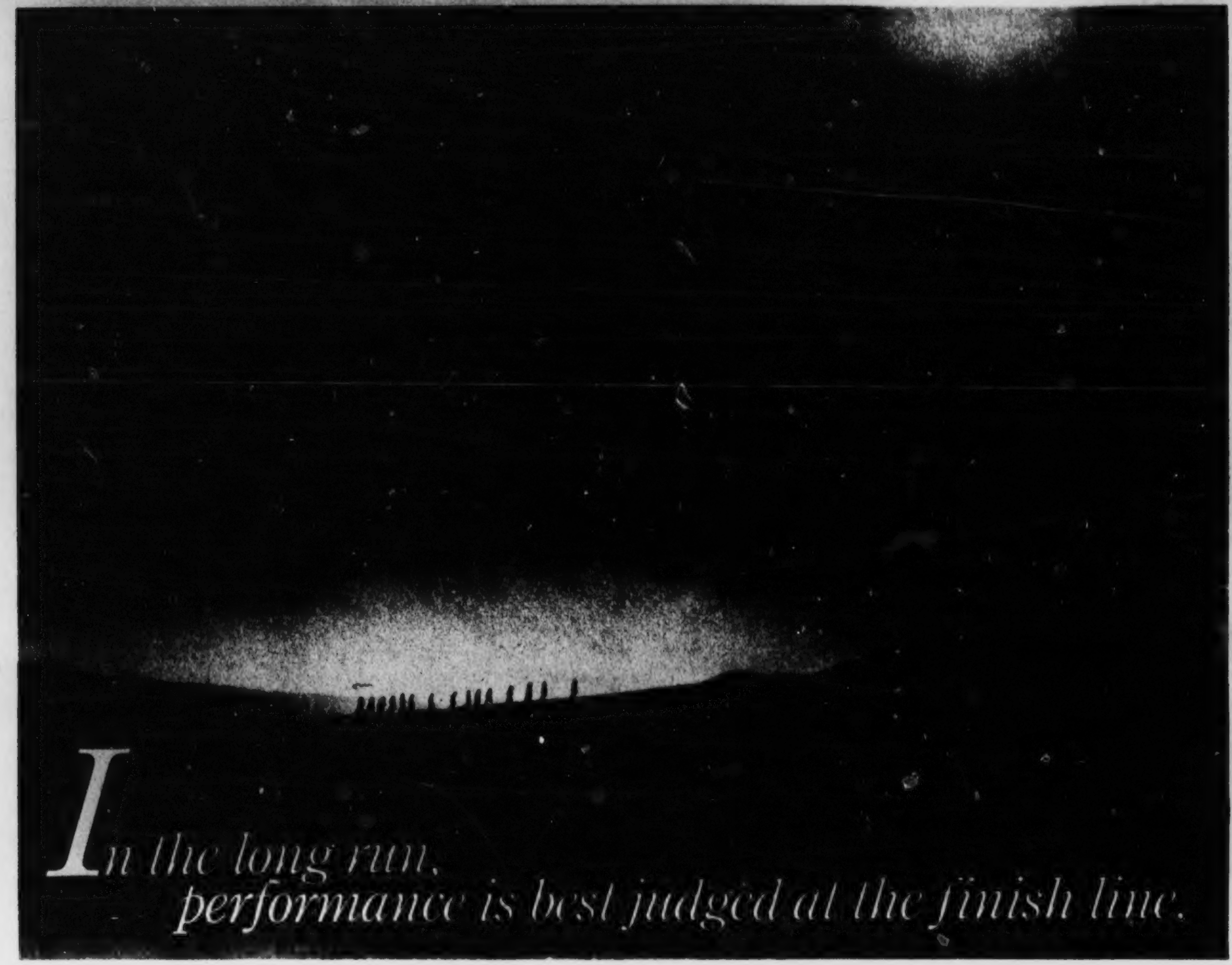
# CONFERENCE-AT-A-GLANCE
November 5-8, 1985

| Days | Time / Rooms | Foyer | Netherlands F-G | Netherlands H | Netherlands I | Netherlands J | Netherlands K | Reception Room | Conference Room A | NOTES |
|---|---|---|---|---|---|---|---|---|---|---|
| Tues Nov 5 | 2:00-10:00 | REG | | | | | | | | REGISTRATION |
| | Evening | | | | | | | | | Disney World/EPCOT |
| Wednesday, Nov 6 | 8:00-6:00 | REG | | | | | | | | REGISTRATION |
| | 9:00-10:45 | | | GEN I | | | | | | Dr. Na'im Akbar Speaker |
| | 10:45-11:15 | | | | | | CB | | | Coffee Break |
| | 11:15-12:15 | | | | CC | CC | | CC | CC | Concurrent Sessions |
| | 12:30-2:30 | | GEN II | | | | | | | Dr. Jacqueline Fleming Speaker |
| | 2:45-4:15 | | | | CC | CC | | CC | CC | Concurrent Sessions |
| | 4:00-5:00 | | | | | | SPE | | | Autograph Session |
| | Evening | | | | | | | | | Disney World/EPCOT |
| Thursday, Nov 7 | 7:00-8:30 | | SPE | | | | | | | HBCU-USDA Program |
| | 8:00-5:00 | REG | | | | | | | | REGISTRATION |
| | 8:30-9:30 | | | GEN III | | | | | | Dr. Therman Evans Speaker |
| | 9:30-11:15 | | | | | | | | | Panel Presentation |
| | 11:30-1:30 | | GEN IV | | | | | | | HBCU-ROTC Program |
| | 1:45-3:30 | | | | CC | CC | | CC | CC | Concurrent Sessions |
| | Evening | | | | | | | | | Disney World/EPCOT |
| | 11:00-1:00 | | | | | | | | | Hospitality |
| Friday, Nov 8 | 8:30-11:30 | REG | | | | | | | | REGISTRATION |
| | 9:00-10:30 | | | | CC | CC | | CC | CC | Concurrent Sessions |
| | 10:30-11:00 | | | | | | CB | | | Coffee Break<br>Check out of Hotel |
| | 11:00-1:30 | | GEN V | | | | | | | Ms. Patricia Russell, Esq. Speaker |
| | Evening | | | | | | | | | Disney World/EPCOT |

SPE - Special Activity
CC - Concurrent Session
REG - Registration
CB - Coffee Break
GEN - General Session

## CONFERENCE-AT-A-GLANCE
## CONCURRENT SESSIONS
November 5-8, 1985

| Day / Time | Netherlands I | Netherlands J | Reception Room | Conference Rm A |
|---|---|---|---|---|
| **Wednesday**<br>**November 6**<br>**11:15 - 12:15** | **C. Wynn, Facilitator** | **R. Clayton, Facilitator** | **S. Worthy, Facilitator** | **T. Langston, Facilitator** |
| | C. Grisby<br>11:15 - 11:45 | B. Moore<br>11:15 - 12:15 | K. Kliot<br>11:15 - 11:45 | P. McQuilkin<br>11:15 - 12:15 |
| | M. Keller<br>11:45 - 12:15 | L. Brown<br>11:15 - 12:15 | M. Jeremiah<br>11:45 - 12:15 | R. Belle<br>11:15 - 12:15 |
| | C. Rollins<br>11:45 - 12:15 | E. Cole<br>11:15 - 12:15 | | |
| | | B. Belcher<br>11:15 - 12:15 | | |
| **Wednesday**<br>**November 6**<br>**2:45 - 4:15** | **D. Voss, Facilitator** | **M. Bell, Facilitator** | **F. Humphries, Facilitator** | **H. Blanton, Facilitator** |
| | W. Dunn<br>2:45 - 3:10 | M. Lang<br>2:45 - 3:25 | J. Robinson<br>2:45 - 3:10 | A. L. Johnson<br>2:45 - 4:15 |
| | B. Knox<br>3:10 - 3:35 | H. Wright<br>3:25 - 3:45 | G. Durley<br>3:10 - 3:40 | |
| | B. Patterson<br>3:35 - 4:15 | J. Bolden<br>3:45 - 4:15 | B. Blake<br>3:40 - 4:15 | |
| | | | I. Malloy<br>3:40 - 4:15 | |
| | | | P. Greene<br>3:40 - 4:15 | |
| **Thursday**<br>**November 7**<br>**1:45 - 3:30** | **G. Stokes, Facilitator** | **L. Thomas, Facilitator** | **E. Wanton, Facilitator** | **I. Sanders, Facilitator** |
| | P. Hester<br>1:45 - 2:15 | W. Nelson<br>1:45 - 2:15 | D. Massey<br>1:45 - 2:20 | H. Fisher<br>1:45 - 2:15 |
| | R. Gates<br>2:15 - 2:50 | R. O'Daniel<br>2:15 - 2:45 | R. Bradley<br>2:20 - 3:10 | J. Taylor<br>2:15 - 2:40 |
| | W. Cobb<br>2:50 - 3:30 | A. Hyman<br>2:45 - 3:30 | P. Buford<br>2:20 - 3:10 | D. Hoard<br>2:40 - 3:10 |
| | M. Braithwaite<br>2:50 - 3:30 | | F. Reyes<br>2:20 - 3:10 | K. Hilton<br>3:10 - 3:30 |
| | | | E. Jackson<br>3:10 - 3:30 | |
| **Friday**<br>**November 8**<br>**9:00 - 10:30** | **G. Chambers, Facilitator** | **R. Ellis, Facilitator** | **J. Elimimian, Facilitator** | **D. Wilson, Facilitator** |
| | E. Whitehead<br>9:00 - 9:45 | J. Davis<br>9:00 - 9:30 | M. Smith<br>9:00 - 9:30 | C. Ford<br>9:00 - 9:20 |
| | D. Voss<br>9:00 - 9:45 | M. Dusenbery<br>9:30 - 10:00 | A. Odutola<br>9:30 - 10:00 | T. Zerom<br>9:20 - 9:45 |
| | R. Turner<br>9:45 - 10:30 | J. Hickman<br>10:00 - 10:30 | N. Jackson<br>10:00 - 10:30 | S. Brown<br>9:45 - 10:10 |
| | | H. Ellison<br>10:00 - 10:30 | | J. Hud<br>10:10 - 10:30 |



The strategy for running the marathon is vastly different than for the 100-yard dash.

A successful pension fund has a different investment strategy, too. Far different than the quick return, end-of-quarter performance goals of many investment funds.

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**College Retirement Equities Fund**
730 Third Avenue, New York, NY 10017

(1)

## GENERAL SESSION I

Wednesday, November 6
9:00AM - 10:45 AM
Netherlands H-J

Presiding: Dr. Clinita A. Ford
Conference Coordinator

### CONFERENCE OPENING

Invocation ........................................ Reverend G. L. Champion
Pastor, St. Paul A.M.E. Church
Delray Beach, Florida

Introductions ........................................ Dr. Clinita A. Ford

Greetings ........................................ Dr. Frederick S. Humphries
President
The Florida Agricultural and Mechanical
University

Music ........................................ Jones High School Choir
Director, Mrs. Edna Hargrett

Introduction of Speaker ........................................ Dr. Harry S. Blanton
Executive Vice-President
The Florida Agricultural and Mechanical
University

Speaker ........................................ Dr. Na'im Akbar
Clinical Psychologist
Psychology Department & Black Studies
The Florida State University
"Regaining and Retaining the Black Mind"

Remarks ........................................ Dr. Harry S. Blanton

The Conference Plan ........................................ Dr. Clinita A. Ford

### COFFEE BREAK

Netherlands K - 10:45AM - 11:15AM

(2-7)

## CONCURRENT SESSIONS

**Wednesday, November 6**
**11:15AM - 12:15PM**

**Netherlands I**

"Historically Black Public Higher Educational Institutions: An Analysis of the Impact of Federal Desegregation Mandates on Institutional Identity and Mission" (2)

"Persistence of Black Native and Transfer Students at Historically White Public Postsecondary Institutions" (3)

**Netherlands J**

"The Recruitment and Retention of Black Students in an Urban Institution" (4)

**Reception Room**

"A Longitudinal Profile of Minority Student Access, Opportunity and Success in Ohio" (5)

"Retention: A Second Phase" (6)

**Conference Room A (downstairs)**

"Student Tracking Application and Retention System - STARRS" (7)

(8)

## GENERAL SESSION II

**Wednesday, November 6**
**12:30PM - 2:30PM**
**Netherlands F-G**

**Presiding: Dr. Cordell Wynn**
**President, Stillman College**

**Call to Order**

LUNCH

**Introduction of Speaker .................................... Dr. Cordell Wynn**

**Speaker ................................................ Dr. Jacqueline Fleming**
**Author - Blacks in College**
**"Black Colleges - The Right Stuff"**

**Questions and Answers**

**Remarks** ................................................ **Dr. Cordell Wynn**

**Announcements** ........................................ **Dr. Clinita A. Ford**

**Door Prizes (must be present to win)**

**(9-18)**

## CONCURRENT SESSIONS

**Wednesday, November 6**
**2:45PM - 4:15PM**

**Netherlands I**

"A Longitudinal Study of the 1977 Entering Freshman Class at Miles College" (9)

"Marketing, Recruitment and Retention of Black Students and Personnel in Two-Year Colleges" (10)

"Intellective and Non-intellective Factors Affecting the Academic Success of Black College Freshmen" (11)

**Netherlands J**

"Black Student Retention at Black Colleges and Universities: Problems, Issues and Alternatives" (12)

"Center of Excellence" (13)

"The Development and Validation of a Resource Guide for Improving Black Students Academic Achievement and Test Performance" (14)

**Reception Room**

"Retention/Attrition Report on 1982 First Time Freshmen Entering Southern University Baton Rouge" (15)

"The Change Team: An Integrated Approach to Success" (16)

"Career Counseling as a Retention Strategy" (17)

**Conference Room A (downstairs)**

"The Strategic Learning Method: The Strategy and Tactics of Retention for Black Students and Educators" (18)

(19A)

## AUTOGRAPH SESSION

Wednesday, November 6
4:00PM - 5:00PM
Netherlands K

Blacks in College, Jacqueline Fleming, Author

(19B)

## HBCU - USDA PROGRAM

Thursday, November 7
7:00AM - 8:15AM
Netherlands F-G

"The U.S. Department of Agriculture's Focus
on Historically Black Colleges and Universities"

### CONTINENTAL BREAKFAST

Presiding: Dr. Frederick S. Humphries
President, The Florida Agricultural and Mechanical University

Presentors:

Sharon H. Worthy
Special Assistant to the Associate Director
USDA - Office of Advocacy and
Enterprise Equal Opportunity

Lawrence Bembry
Associate Director
USDA - Office of Advocacy and
Enterprise Equal Opportunity

USDA Civil Rights Officials

USDA Deputy Assistant Secretary

Questions and Answers

Closing Remarks ........................... Dr. Frederick S. Humphries

Door Prizes (must be present to win)

22

## GENERAL SESSION III

Thursday, November 7
8:30AM - 11:15AM
Netherlands H-J

Opening Remarks .......................................... Dr. Clinita A. Ford

### PART A

Presiding, Dr. Isaac Sanders
Director, Minority Programs
Woodrow Wilson National Fellowship Foundation

Introduction of Speaker .................................. Dr. Isaac Sanders

Speaker ................................................... Dr. Therman Evans
Corporate Medical Director
CIGNA Corporation
"The Black College: A Unique Institution"

Questions and Answers

Remarks ................................................... Dr. Isaac Sanders

Door Prizes (must be present to win)

### PART B

Presiding: Dr. Frederick S. Humphries
President, The Florida Agricultural and Mechanical University

"Perspectives: The Impact of External Forces on the Retention of Black Students in Black Colleges and Universities"

Introduction of Panel ........................... Dr. Frederick S. Humphries

Dr. Elias Blake (Chairman)
President, Clark College

Mr. Robert O. Clayton, President
Consultants in Evaluating and Surveying
Higher Education Programs

Ms. Deloris Massey, Policy Analyst
Florida Postsecondary Education
Planning Commission

Ms. Hajar Muhammad, Recording Secretary
Student Government Association
Medgar Evers College

Mrs. Wilma Roscoe, Vice President
National Association for Equal Opportunity
in Higher Education

Dr. Melvin O. Smith, Dean
School of General and Continuing Education
Norfolk State University

Ms. Sharon Worthy
Special Assistant to the Associate Director
USDA - Office of Advocacy and Enterprise
Equal Opportunity

Presentations

Summary Statement

Questions and Answers

Remarks ........................................ Dr. Frederick S. Humphries

Announcements

Door Prizes (must be present to win)

(21) GENERAL SESSION IV

Thursday, November 7
11:30AM - 1:30PM
Netherlands F-G

Presiding, Dr. Eva C. Wanton, Dean
School of General Studies
The Florida Agricultural and Mechanical University

Call to Order

LUNCH

Introduction of Speaker ........................ Dr. Eva. C. Wanton, Dean

**Speakers** ............................ Dr. William D. Sprenger, Major (USAR)
Mr. Wilbur Hunter
"Enhanced Skill Training: ROTC Cadets Skills Development Program"
U.S. Army Training and Doctrining Headquarters
Fort Monroe, Virginia

**Questions and Answers**

**Remarks** ................................................ Dr. Eva C. Wanton

**Announcements** ......................................... Dr. Clinita A. Ford

**Door Prizes (must be present to win)**

(22-34)

## CONCURRENT SESSIONS

Thursday, November 7
1:45PM - 3:30PM

**Netherlands I**

"Factors Contributing to the Recruitment and Retention of Black Students; Perceptions from North Carolina" (22)

"Project Freshman Attrition Reduction FAR" (23)

"Retention: A New Perspective on Students of Color" (24)

**Netherlands J**

"Recruitment: A Significant and Overlooked Component of Black College Survival" (25)

"A Dialectical, Pedagogical, Analytical Conceptual Learning Skills Model: An Experiential Systems Approach for Increasing the Retention of Black Students at Historically Black Colleges and Universities" (26)

"Andragogy, Group Development and Learning Environment Skills for Student Retention" (27)

**Reception Room**

"Enhancing the Participation of Minority and Disadvantaged Students in Postsecondary Education" (28)

"A Retention Program at a Predominantly Black Liberal Arts Public Institution" (29)

"Black Colleges and Universities Do a Better Job of Educating Blacks: Myth, Reality or Ambiguity?" (30)

**Conference Room A**

"Retention of Graduates of Black Colleges and Universities in a Corporate Sponsored Graduate Technical Degree Program at Major Universities for a Pre-determined Period of Time" (31)

"Retention of Students at Historically Black Institutions" (32)

"The Use of Community Resources for the Enhancement of Black Student Retention" (33)

"Multi-Cultural Student Affairs: Creating and Maintaining a Positive Self and Corporate Image" (34)

## (35-46) CONCURRENT SESSIONS

**Friday, November 8**
**9:00AM - 10:30AM**

**Netherlands I**

"Student Progression Management in a Retention Program" (35)

"Individualized Modularized Chemistry Instruction Improves Retention" (36)

**Netherlands J**

"Test-Wiseness and Anxiety Reduction: Essential Retention Survival Skills for Students in Historically/Traditionally Black Colleges and Universities" (37)

"A Team Approach to Building Basic Skills" (38)

"Computer Assisted Academic Advisement: A Support to Retention" (39)

**Reception Room**

"Improved Academic Advisement: Strategies to Increase Retention" (40)

"An Examination of the Effect of Ethnicity on Retention and the Development of Regression Models for Four Academic Years" (41)

"Achievement Report of the Academic Performance of the Presidential Scholars at Florida Agricultural and Mechanical University" (42)

**Conference Room A**

"A Non-Traditional Retention Model" (43)

"Determinants of Black Students' Satisfaction with Course Work: A Factor Analytic Model" (44)

"The Student Athlete as Part of the Recruiting and Retention Process" (45)

"Influence of Developmental Studies and Socio-Cultural Content on Achievement and Socio-Economic Perceptions" (46)

**COFFEE BREAK**
**10:30AM - 11:00AM**
**Netherlands K**

**Check Out of Hotel**
**10:30AM - 11:00AM**

(47)

## GENERAL SESSION V

Friday, November 8
11:00AM - 1:30PM
Netherlands F-G

**Presiding, Dr. Clinita A. Ford**
**Conference Coordinator**

**Our Time Together**

**Conference Guests**

**Acknowledgements**

**Evaluation**

**Announcements**

## LUNCH

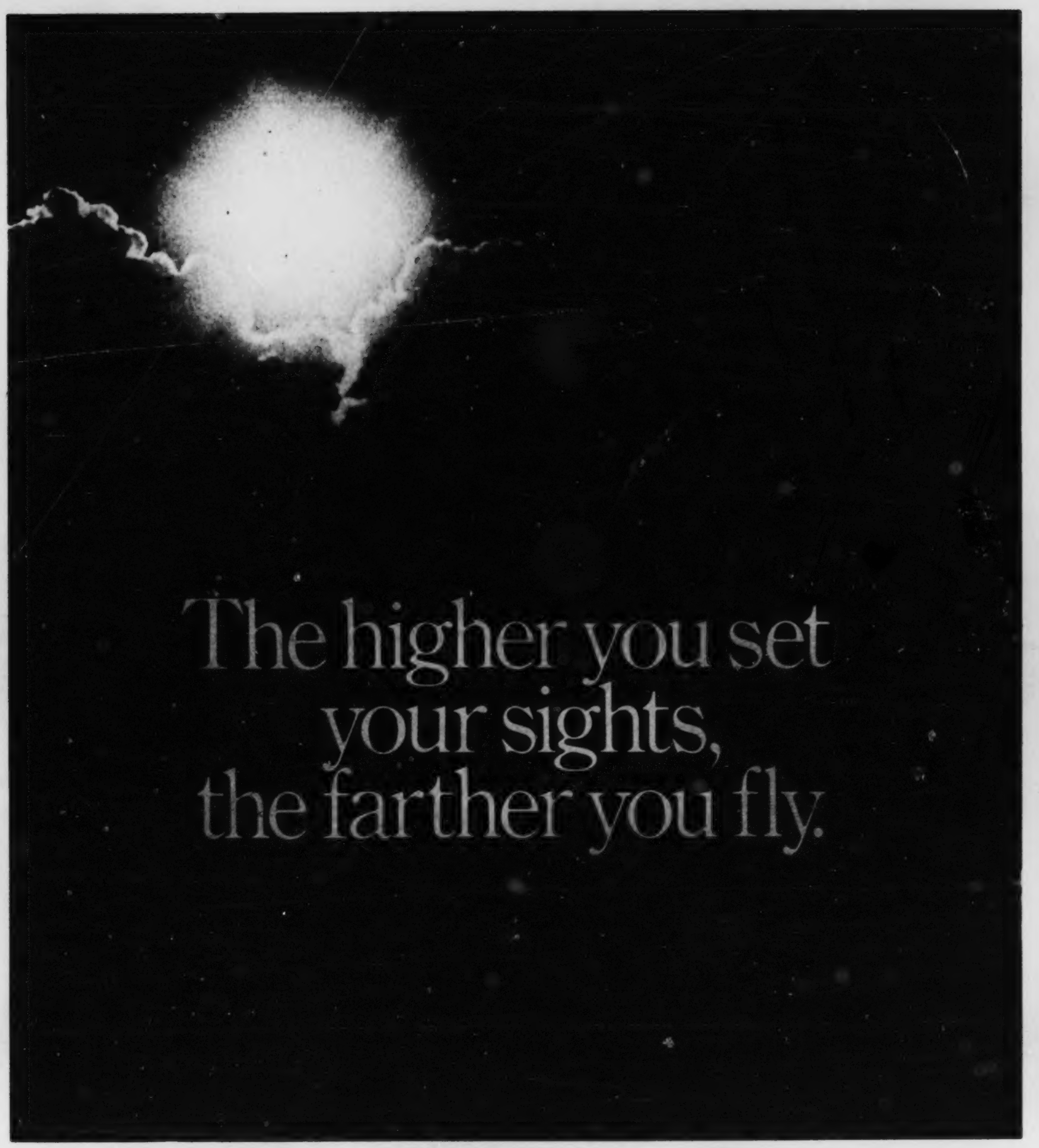
**Grand Door Prize (must be present to win)**

**Introduction of Speaker** .................................. **Dr. Clinita A. Ford**

**Speaker** ...................................... **Ms. Patricia A. Russell, Esquire**
**"The Roll Call"**

**Remarks** ................................................ **Dr. Clinita A. Ford**

**Conference Closing**


The higher you set
your sights,
the farther you fly.

TWA salutes
The National Conference on Black Student Retention

LEADING THE WAY...TWA.

# ABSTRACTS OF CONCURRENT SESSIONS

(1)

## GENERAL SESSION I

Wednesday - November 6
9:00AM - 10:45AM
Netherlands H-J

Speaker: **Dr. Na'im Akbar**
**Clinical Psychologist**
**Psychology Department of Black Studies**
**The Florida State University**

TOPIC: "Regaining and Retaining the Black Mind"

(2) **GRISBY, CLAYTON D.**
Central State University
Netherlands I, Wednesday, November 6, 1985, 11:15AM-11:45AM

"An Analysis of the Impact of Federal Desegregation Mandates on Institutional Identity and Mission"

The purpose of the study was to investigate, if historically black public higher educational institutions can simultaneously respond to Federal desegregation mandates and maintain their identities as unique institutions for educating minority students. The instruments were administered to ten selected historically black public higher educational institutions' officials. The results were that historically black public higher educational institutions can respond to federal desegregation mandates and maintain their identities as unique institutions for educating minority students.

(3) **KELLER, MICHAEL J. and ROLLINS, CHERYL J.**
Maryland State Board of Education
Netherlands I, Wednesday, November 6, 1985, 11:45AM-12:15PM

"Persistence of Black Native and Transfer Students at Historically Black and Historically White Public Postsecondary Institutions"

An examination of the retention, graduation, progression and transfer rates of seven cohorts of students: all new full-time freshmen enrolled in one of Maryland's historically black or historically white public four year institutions each year from 1977 to 1982. There were only minor differences in the graduation rates of black freshmen who had matriculated at historically black colleges and those who had attended historically white colleges in the Fall of 1977, 1978 and 1979. However, in the later cohorts

(3) cont'd

(the classes of 1980, 1981 and 1982) historically white institutions retained a greater percentage of black students than did historically black schools. The progression rate of black freshmen (the percentage who had attained a specific class standing each year) was relatively consistent at both historically black and historically white institutions. The transfer rates of black students at historically white institutions was higher than for black students at historically black schools.

(4) **BELCHER, BERNICE; BROWN, LESTER; COLE, ERNESTINE; LAMAR, JAMES; MOORE, BENNIE**
Miami-Dade Community College
Netherlands J, Wednesday, November 6, 1985, 11:15AM-12:15PM

"The Recruitment and Retention of Black Students in An Urban Institution"

Miami-Dade Community College, North Campus presented five (5) successful programs designed to motivate, recruit and retain Black students. Those programs ran the gauntlet from the old stand-by "Talent Search" to neophytes such as the "Challenge Center", a model for retention and academic development for underachieving students. In addition, "The Saturday Community Education Institute", a weekend program of classroom experiences in the areas of Communication, Computer Science, Mathematics and Biological Sciences for junior and senior high school students from the campus service areas was presented: The "Transfer Opportunity Program", sponsored by the Ford Foundation and Miami-Dade Community College, attempt to facilitate the successful transfer of minority students to four-year institutions, and "Project Recovery" a recruitment project aimed at potential Black male high school students were discussed.

(5) **KLIOT, LILY A.**
Cuyahoga Community College
Reception Room, Wednesday, November 6, 1985, 11:15AM-11:45AM

"A Longitudinal Profile of Minority Student Access, Opportunity and Success in Ohio"

Cuyahoga Community College enrolls a large number of Ohio's minority high school graduates and has a responsibility to them, as well as to other institutions of higher education in the state, to understand the patterns and trends of minority student access, and to implement those programs most likely to influence the factors affecting student outcomes. The College has accepted this challenge to do this through its Ohio longitudinal research agenda. This agenda:

(5) cont'd

- articulates those factors which appear to be related to the educational status of minority Ohioans;
- develops a base of data, with ongoing, longitudinal interpretations, demonstrating trends in minority educational status;
- prepares quantitive descriptions as well as qualitative profiles of minority student access, opportunity and outcomes; and
- applies this information to program design and improvement.

(6) **JEREMIAH, MILFORD**
Morgan State University
Reception Room, Wednesday, November 6, 1985, 11:45AM-12:15PM

"Retention: A Second Phase"

A program of student retention is re-examined for its process and outcome; a second phase of a retention program adopted at Morgan State University. The strategy to relate application to other historically black institutions is discussed.

(7) **McQUILKIN, PAUL R. and BELLE, ROBERT**
University of Central Florida
Conference Room A, Wednesday, November 6, 1985, 11:15AM-12:15PM

"Student Tracking Application and Retention System (STARRS)"

The workshop demonstrates how the Personal Computer (PC) can be used in student retention; to retrieve student information from the data bank for analysis, follow up of student application academic progress and for college administrators to use in making specific decisions. The workshop provides the participants with additional information on the concept, application, and tracking process in the recruitment and retention of students.

(8) **GENERAL SESSION II**

Wednesday, November 6
12:30PM - 2:30PM
Netherlands F-G

Speaker: **Dr. Jacqueline Fleming**
**Senior Research Associate-United Negro College Fund**
**Associate Adjunct Professor, Barnard College**
**Author of "Blacks in College"**

TOPIC: "Black Colleges - The Right Stuff"

(9) **DUNN, WILLIE J.**
Miles College
Netherlands I, Wednesday, November 6, 1985, 2:45PM-3:10PM

"A Longitudinal Study of the 1977 Entering Freshman Class at Miles College"

A longitudinal in-house retention study report on freshman class of 1977 at Miles College, Birmingham, Alabama. The study identified factors which contributed to academic success or to attrition of students. Methods of data collection and analysis were based on student files, evaluation of each student's transcript and Pearson-Moment Correlation. Strategies are suggested to help reduce the attrition rate.

(10) **KNOX, BETTY E.**
Consultant, North Carolina Department of Community Colleges
Netherlands I, Wednesday, November 6, 1985, 3:10PM-3:35PM

"Marketing, Recruitment and Retention of Black Students and Personnel in Two-Year Colleges"

The presentation focuses on successful models and effective techniques for enhancing institutional image, increasing enrollment, and reducing attrition in two-year colleges. Results of several recent studies are reported: "The Status of Resource Development in the North Carolina Community College System," "Recruitment and Retention of Black Students and Personnel in the North Carolina Community College System," and "Black Student Recruitment and Retention Manual." The reports and guides are integrated with practical and successful tools and techniques for effecting planned changes in assessing and meeting learning needs of Black students, so as to attract and retain them with outcomes of placement in suitable and productive work settings. Participants receive a packet of useful information.

(11) **PATTERSON, BERNITA L.**

Grambling, Louisiana
Netherlands I, Wednesday, November 6, 1985, 3:35PM-4:14PM

"Intellective and Non-intellective Factors affecting the American Success of Black College Freshmen"

The purpose of this research was to determine the relative importance of various intellective and non-intellective factors in predicting the academic success of Black college students. Intellective factors in this study include variables such as academic achievement measured by the American College Test (ACT) scores and High School Rank (HSR) as well as several measures of cognitive processes. The non-intellective factors included in this study range from a variety of characteristics about familial background to attitudes and perceptions, to socioeconomic factors as well as psychosocial-emotional factors. The four factors of academic success are 1) first semester grade point average (GPA) 2) first year cumulative GPA, 3) academic standing at the end of Freshman Year and 4) re-enrollment for the sophomore year versus withdrawal from college.

The research design included 1986 Black college freshman (111 females and 75 males). The research was designed to identify differences between Black college men and women who are described as achieving academic success from those who are having academic difficulties on familial, individual, socioeconomic, and psychosocial-emotional factors, to investigate the differential ability of these factors, to predict various measures of academic success and to investigate differences in predictive efficiency of these factors.

Descriptive and predictive analyses were performed. The investigator identified a number of characteristics which differentiated and predicted the academic success of these Black college freshmen.

(12) **LANG, MARVEL**
U. S. Bureau of the Census, Washington, DC
Netherlands J, Wednesday, November 6, 1985, 2:45PM-3:45PM

"Black Student Retention at Predominantly Black Colleges and Universities: Problems, Issues, and Alternatives"

A discussion of the problems of black student attrition and retention at predominantly black institutions face. The general decline in college enrollment and completion for high achieving black students by white institutions

(12) cont'd

have had serious impacts on enrollments at predominantly black institutions. In addition, the lack of adequate resources, irrelevant curricula and instruction, and the restrictive political and economic environments in which black institutions must operate magnify their disadvantages in recruiting and retaining top-notch black students in recent years.

Coupled with these problems the institutions face are the inherent problems that black students bring with them to these institutions that contribute also to their high rates of attrition.

Among these problems are: (1) a background of poor precollege preparation causing a need for intense remediation in basic skills; (2) lack of self-discipline and self-responsibility in work habits and study skills (3) feelings of alienation and isolation; (4) lack of goal-setting and time management skills along with poor financial management; and (5) lack of adequate training in coping behavior and interpersonal human relations skills.

(13) **WRIGHT, HAROLD**
North Florida Junior College
Netherlands J, Wednesday, November 6, 1986, 3:25PM-3:45PM

"Center of Excellence - A Pre-collegiate Prep Program"

A presentation on the goals and objectives of the "Center of Excellence," the institutional activities, challenge and projections for the population it serves. Videos, pictures newsletters and other written materials are often used as promotional strategies to show the level of community involvement in the center.

(14) **BOLDEN, JOHN H.**
Florida State University
Netherlands J, Wednesday, November 6, 1985, 3:45PM-4:15PM

"Motivating Black Students Toward Excellence in Academic Achievement and Test Performance"

Report on a symposium, held on the campus of Florida State University (1984), which formulated a resource guide for improving the performance of black students academically. The findings are applied as a guide for the retention of black students.

(15) **ROBINSON, JUANITA**
Southern University
Reception Room, Wednesday, November 6, 1985, 2:45PM-3:10PM

"Retention/Attrition Report on 1982 First-Time Freshman Entering Southern University, Baton Rouge"

The characteristics of the 1982 first-time freshman students who did not return to Southern University after a period of one, two, or more semesters are analyzed. Various reasons for the attrition are investigated.

(16) **DURLEY, GERALD L.**
Clark College
Reception Room, Wednesday, November 6, 1985, 3:10PM-3:40PM

"The Change Team: An Integrated Approach to Success"

A system approach which has been operationalized to impact upon each student's change for optimum success at Clark College. The centre of such activities is located in the Student Affairs Division. The units of services which are considered to be the functional areas are discussed. "Complete Help and Assistance Necessary for a College Education."

(17) **BLAKE, BESSIE; GREEN, PERRY; MALLOY, IRMA**
College of New Rochelle
Reception Room, Wednesday, November 6, 1985, 3:40PM-4:15PM

"Career Counseling as a Retention Strategy"

A look at a non-traditional combination of academic and career counseling as a retention strategy and proposal that a college or university's record in helping its graduates make the transition from academic work to employment will increase its retention rate in the long run.

(18) **JOHNSON, A. LEE**
Strategic Learning Systems Institute
Conference Room A, Wednesday, November 6, 1985,
2:45PM-4:15PM

"The Strategic Learning Method: The Strategy and Tactics of Retention for Black Students and Educators"

Tangible results in significantly increased retention and performance have been produced for Black/Latin college students for over a decade by educators using the SLS method at universities including Cornell, Columbia, Seton Hall, and Fordham. The SLS method, created by Professor Johnson, is an experiential process which allows the

(18) cont'd

transformation of invalidating, unaware belief systems, frames of reference or paradigms to promote freedom, justice, equality, and dignity. SLS processes allow discouraged students and teachers to re-enlist in an affirmative struggle to use education as a weapon for intervention. The SLS (Strategic Learning Systems) was created by the author and is being presented as a channel of black students' affirmation. SLS as a process provides a Common Language of expression of affirmation, invalidation, and intervention. It promotes esteem and the development of strategies for Black Americans to survive a society clouded with invalidation and competition. SLS as a process allows discouraged students to re-enlist in an affirmative struggle and use education as a weapon for intervention.

(19)

## HBCU - USDA PROGRAM

Thursday - November 7
7:00AM - 8:15AM
Netherlands F-G

Presiding: Dr. Frederick S. Humphries, President
The Florida Agricultural and Mechanical University

"The U.S. Department of Agriculture's Focus on Historically Black Colleges and Universities"

Presentors: **Sharon Worthy**
**Lawrence Bembry**

Officials from the USDA Office of Advocacy and Enterprise Equal Opportunity, elaborated on the varied programs and agreements that are coordinated with the U.S. Department of Agriculture and Historically Black Colleges and Universities. A complimentary continental breakfast was served.

(20)

## GENERAL SESSION III

Thursday - November 7
8:30AM - 11:15AM
Netherlands H-J

Speaker: **Dr. Therman Evans**
**Corporate Medical Director**
**CIGNA Corporation**

TOPIC: "The Black College: A Unique Institution"

**Panel Presentation**

"Perspectives: The Impact of External Forces on the Retention of Black Students in Black Colleges and Universities"

**Panel Chairman**

Dr. Elias Blake, President
Clark College

**Panel Members:**

Mr. Robert D. Clayton, Consultant

Ms. Deloris Massey, Policy Analyst

Ms. Hajar Muhammad, Student

Dr. Samuel Myers, National Association for Equal Opportunity

Ms. Sharon Worthy, Federal Government

Dr. Melvin Smith, Teacher/Administrator

(21)

**GENERAL SESSION IV**

Thursday - November 7
11:30AM - 1:30PM
Netherlands F-G

Speakers: **Dr. William D. Sprenger, Major (USAR)**
**Mr. Wilbur Hunter**

TOPIC: "Enhanced Skill Training: ROTC Cadets Skills Development Program"

(22) **HESTER, PAUL**
North Carolina Central University
Netherlands I, Thursday, November 7, 1985, 1:45PM-2:15PM

"Factors Contributing to the Recruitment and Retention of Black Students: Perceptions from North Carolina"

(22) cont'd

The intent of the research is to identify and compare factors contributing to the recruitment and retention of black students in the state's university system. The recruitment and retention of black students to traditional black universities is of crisis proportion in North Carolina. This crisis is exacerbated by the increase in admissions standards and the cost of tuition. While many have lamented this impending crisis few researchers have studied this dilemma from the student's point of view. The objective of this research design is to identify factors contributing to the recruitment and retention of black students to traditional black schools. Their views are to be contrasted with their cohorts' views of traditional white campuses. The upshot is to determine if there is a significant difference in the perceptions of the two groups relative to variables influencing their choice and retention in school.

A random sample of black students was drawn from the sixteen constituent institutions which make-up the university system in North Carolina. Of the sixteen units, five are traditionally black schools. From reviewing the literature on factors contributing to retention and choice of schools, a questionnaire was designed to capture the perceptions of university students. The 32 item questionnaire instrument was designed along the lines of "Likert Type Scale." The Friedman's Analysis of Variance Test was used to determine whether the observed difference between the two populations are significant.

(23) **GATES, REBECCA**
Delaware State College
Netherlands I, Thursday, November 7, 1985, 2:15PM-2:50PM

"Project Freshman Attrition Reduction (FAR)"

The freshman dropout rate of 41% at Delaware State College in 1976 motivated a program called "Attrition Reduction Program." After four (4) years of implementation, the dropout rate was brought down into the low 20's.

The program has a college-wide approach. Emphasis is placed on prevention, early warning, and rehabilitation. A dropout prediction instrument is used to determine which freshman students have a higher than average probability of dropping out of college. The preventive component, which is the program's centerpiece, consists of a one-credit,one week orientation class required of all freshmen.

(23) cont'd

The curriculum focuses on academic and non-academic factors that affect attrition and academic advisement. Professional counseling and peer tutoring and human development workshops are provided for target students.

Approved as a Developer Demonstrator Project in the National Diffusion Network of the U.S. Department of Education, Project FAR is able to provide materials and technical assistance to those interested colleges wishing to implement an Attrition Reduction Program on their campuses.

(24) **COBB, WAYNE B.; BRAITHWAITE, MARILYN**
Tufts University - Aliquippa, PA
Netherlands I, Thursday, November 7, 1985, 2:50PM-3:30PM

"A New Perspective on Students of Color"

A discussion of a major study originally conducted in Boston. The research procedures included model building. The results relate to the retention of students of color.

(25) **NELSON, WILLIAM JR.**
St. Augustine's College
Netherlands J. Thursday, November 7, 1985, 1:45PM-2:15PM

"Recruitment: A Significant and Overlooked Component of Black College Survival"

Addresses a number of issues which are of concern to Black educators; a background of U.S. race relations, the caste-like position of Blacks, and missing Black artifacts. A Black College can serve to address the needs of Black students from non-Black backgrounds by providing an environment devoid of "minority stigmatization" helping to locate Black cultural artifacts.

(26) **O'DANIEL, RICHARD M.**
Norfolk State University
Netherlands J, Thursday, November 7, 1985, 2:15PM-2:45PM

"A Dialectical, Pedagogical, Analytical, Conceptual Learning Skills Method: An Experiential Systems Approach for Increasing the Retention of Black Students at Historically Black Colleges and Universities"

This model is premised on the notion that dialect, vocabulary and syllogistic skills require intensive pedagogical interactive learning experiences. These experiences are examined through a set of experiential learning exercises, which can be augmented with supplemental automated video media.

(27) **HYMAN, ANNE H.**
Chicago State University
Netherlands J, Thursday, November 7, 1985, 2:45PM-3:30PM

"Andragogy, Group Development and Learning Environment Skills for Student Retention"

A demonstration of some of the techniques, skills and learning theories needed for the retention of college students. The emphasis is an optimum utilization of learning resources by students, including faculty members.

(28) **MASSEY, DELORIS M.**
Florida Postsecondary Education Planning Commission
Reception Room, Thursday, November 7, 1985, 1:45PM-2:20PM

"Enhancing the Participation of Minority and Disadvantaged Students in Postsecondary Education"

The presentation is based on the 1984 Study conducted by the Florida Postsecondary Education Planning Commission on Minority Recruitment, Retention, and Academic Perfomance. To be discussed are the issues identified in the study, subsequent policy recommendations and status of the implementation of a specific part (Supplement 2) of the Master Plan for Florida Postsecondary Education.

(29) **BRADLEY, ROSA M.; BUFORD, PHYLLIS; REYES, FLERIDA and HARRIS, EDA**
Medgar-Evers College
Reception Room, Thursday, November 7, 1985, 2:20PM-3:10PM

"A Retention Program at a Predominantly Black Liberal Arts Public Institution"

The discussion centers on student retention at an atypical institution where the majority of the students are female, single parent, working full-or part-time, minority, in need of remediation and older than the usual collegiate.

(30) **JACKSON, EDWARD**
Fayetteville State University
Reception Room, Thursday, November 7, 1985, 3:10PM-3:30PM

"Black Colleges and Universities Do a Better Job of Educating Blacks: Myth, Reality or Ambiguity?"

Postulates that the pattern is the same, whether black students attend historically black colleges and universities or whether they attend predominantly white colleges and universities.

(31) **FISHER, HAROLD E.**
Bell Communications Research
Conference Room A, Thursday, November 7, 1985, 1:45-2:15PM

"Retention of Graduates of Black Colleges and Universities in Graduate Technical Degree Programs at Major Universities"

Engineering graduates are hired from the six Black engineering schools and math and computer science majors from other Black colleges and universities by AT&T Bell Laboratories, AT&T Information Systems and Bell Communications Research to continue on for a Master's degree in Computer Science, Electrical Engineering, Mechanical Engineering, Operations Research and Statistics at major universities located in the northeastern, midwestern and western parts of the United States.

A 17-item questionnaire was designed and distributed to graduates of these programs to determine what factors were attributed to their success. The results form the basis of the presentation.

(32) **TAYLOR, JO BETH**
Jarvis Christian College
Conference Room A, Thursday, November 7, 1985,
2:15PM-2:40PM

"Retention of Students at Historically Black Institutions"

A look at perspectives of a potential merger of three four-year black colleges and procedures or programs which could help stabilize student enrollment.

(33) **HOARD, DAVID**
Washington Center
Conference Room A, Thursday, November 7, 1985, 2:40-3:10PM

"The Use of Community Resources for the Enhancement of Black Student Retention"

A report of proven and successful support systems that have been used by the Washington Center for retention of minority students through internship and symposium programming.

The report focuses on four main areas, mentoring systems, advisory boards, special programming and activities and special campus activities. Involving the community as mentors, advisors, and guest lecturers have inspired students to see realistic applications of their education, increased alumni support and helped in providing financial resources for the schools and students.

(34) **HILTON, KEITH O.**
St. John's University
Conference Room A, Thursday, November 7, 1985 3:10PM-3:30PM

"Multi-Cultural Student Affairs: Creating and Maintaining a Positive Self and Corporate Image"

A systems approach to creating and maintaining a positive self and corporate image for school administrators in both predominantly white and black institutions. The primary purposes of the session are to assist the participants to: 1) develop a systematic management approach, 2) become aware of the many peer administrative and student contact groups that affect their effectiveness, 3) formulate both short and long range management and counseling (corporate) goals, 4) develop sound financial management skills, 5) recognize and accept responsibilities that come with being an African or Asiatic-African (Black or Hispanic) educator in higher education and 6) remain marketable. The discussion will include goal setting strategies, reality testing and evaluation as a tool of management.

(35) **WHITEHEAD, ERIC F.; VOSS, DAVID M.**
Florida Agricultural and Mechanical University
Netherlands I, Friday, November 8, 1985, 9:00AM-9:45AM

"Pre-enrollment Transitional Program: A Retention Strategy"

The Pre-enrollment Transitional Program is being developed by Title III Programs at Florida Agricultural and Mechanical University to reduce the pre-enrollment "no-show" population and to improve enrolled student retention. A communication network is established with all new incoming students to provide them with information about the University and with a direct feedback mechanism. This network is continued after enrollment. Additionally a Mentor Program is being developed to assist with adjustment to campus life. The program involves University personnel serving as mentors to new students. Mentors provide advocacy, friendship, and direction to the new students.

(36) **TURNER, RALPH W.**
Florida Agricultural and Mechanical University
Netherlands I, Friday, November 8, 1985, 9:45AM-10:30AM

"A Computerized Modular Program in Chemistry: An Instructional Model for Enhancing Students' Performance"

A presentation of the instructional module developed under Title III and used to provide computerized chemistry for non-science majors. A description of the modules, as well as the benefits to the students enrolled in these courses, are presented. Its impact upon student retention is discussed. (Paper not presented)

(37) **DAVIS, JOHN**
Florida Agricultural and Mechanical University
Netherlands J, Friday, November 8, 1985, 9:00AM-9:30AM

"Test-Wiseness and Anxiety Reduction: Essential Retention Survival Skills for Students in Historically/Traditionally Black Colleges and Universities"

A discussion of test wiseness and test anxiety as variables that could positively or negatively be associated with test performance. Successful test-takers are less likely to drop-out, stop-out, or transfer.

(38) **DUSENBERY, MIRIAM**
Southern Illinois University at Edwardsville
Netherlands J, Friday, November 8, 1985, 9:30AM-10:AM

"Project Excel: A Team Approach to Building Basic Skills"

The report is based on the results of testing, curriculum design, development and implementation of a team approach to building and teaching basic skills to minority students. Results of workshops and other related information, designed to enhance retention, are discussed.

(39) **HICKMAN, JOHN; AND ELLISON, HENRY**
Florida Agricultural and Mechanical University
Netherlands J, Friday, November 8, 1985, 10:00AM-10:30AM

"Developing a Pilot Computer Assisted Academic Advisement Program for Lower Level Students"

A presentation detailing the steps taken to establish and the benefits, both realized and projected, derived from a recently launched computer assisted academic advisement program. Developed under Title III Programs at the Florida Agricultural and Mechanical University, immediate program benefit is achieved with the lower level students of the school of General Studies. Careful consideration was given to both the technical and the human factors conditioning implementation.

(40) **SMITH, MELVIN O.**
Norfolk State University
Reception Room, Friday, November 8, 1985, 9:00AM-9:30AM

"Improved Academic Advisement: Strategies to Increase Retention"

The presentation focuses on elements and topics which might be helpful in producing university-wide academic advisement models. The discussion involves topics such as the need of a campus-wide task force, a university manual, and institutional research systems.

(41) **ODUTOLA, ADENIJI**
Florida Agricultural and Mechanical University
Reception Room, Friday, November 8, 1985, 9:30AM-10:00AM

"An Examination of the Effect of Ethnicity on Retention: and the Development of Regression Models for Four Academic Years"

The purpose of this study was to examine the effect of ethnicity of financial aid recipients in the 1974-75 freshman class at the Florida State University on retention; and also to develop regression equations for four academic years. A sample of 615 federal financial aid recipients was used. Data were collected from student records maintained by the university. Descriptive statistics, general multiple regression and stepwise multiple regression were used to analyze collected data. The Social System's theory of Getzel and Guba was used as the conceptual framework for this study. An attrition and retention model was developed from the system's paradigm.

(42) **JACKSON, NORMAN**
Florida Agricultural and Mechanical University
Reception Room, Friday, November 8, 1985, 10:00AM-10:30AM

"An Achievement Report on the Academic Performance of Presidential Scholars at Florida Agricultural and Mechanical University"

A report of the academic achievement of the President Scholars at FAMU over a three-year period. The intent is to demonstrate how this group of highly selected students has performed during their first two years of college. Theoretical prediction was that these students should have no problem maintaining the high scholastic standards that were established for continuation as a scholar. The report, therefore, will highlight courses in which academic problems tend to exist and give some observations for the cause(s).

(43) **FORD, CLINITA A.**
Florida Agricultural and Mechanical University
Conference Room A, Friday, November 8, 1985, 9:00AM-9:20AM

"Non-traditional Student Retention Model"

A description of the components of an institution-wide model being developed under Title III at The Florida Agricultural and Mechanical University. The presentation addresses phasal development, impact-cycles, work products and approaches to total institutional involvement in the retention model. The "non-traditional" designation refers to the focus on external factors in the learning environment and the exclusion of basic skills training, tutorials or remediation.

(44) **ZEROM, TEWELDE B.**
Grambling State University
Conference Room A, Friday, November 8, 1985, 9:20AM-9:45AM

"Determinants of Black Students' Satisfaction with Course Work: A Factor Analytical Model"

HBCU's should be concerned with, and address themselves to the persistence/retention processes and the explanatory factors/variables underlying these processess. One such factor is definitely black students' satisfaction with course work. This study attempts to develop a scale of black students' satisfaction with college instruction by accepting a mode of inquiry that transfers, within the context of a factor analytic model, the emphasis from a performance appraisal form for an individual course/faculty to a generalized satisfaction form for the whole college/university. In order to assess the magnitude of the relative importance of the various explanatory variables in predicting students' satisfaction with instruction, multiple regression analysis is employed.

(45) **BROWN, SHIRLEY D.**
Southern University
Conference Room A, Friday, November 8, 1985, 9:45AM-10:10AM
"The Student-Athlete as a Part of the Recruiting and Retention Process"

Schools and institutions that were created to educate Blacks have done an outstanding job in preparation and training those entrusted to their care. However, since the inception of such institutions, other colleges and universities have been compelled to open their doors to minorities. Historically Black Institutions (HBIs) have experienced a decline in enrollment through the years. This decline has manifested itself not only in terms of quantity, but quality of the students which they are able to recruit. HBIs must be committed to the zealous recruitment of the very best in all areas, athletics included. Once a student-athlete has been successfully recruited and admitted, every possible attempt must be made to see that the athlete matriculates successfully at the institution. A faculty person who would have the responsibility to monitor the academic progress of the student-athlete could be a valuable asset to an athletic department and those it serves. This is such an important task that it should not be an adjunct responsibility of any coach. This type of arrangement would help to eliminate the potential conflict of interest in helping an institution to abide by the guidelines of the National Collegiate Association (NCAA) or other such governing bodies.

(46) **HUD, JIHAD**
Simmons University
Conference Room A, Friday, November 8, 1985, 10:10-10:30AM

"Influence of Developmental Studies and Socio-cultural Content on Achievement and Socio-economic Perceptions"

The research was designed to provide an answer to the question- "Can an educational unit which contains ethnocultural content influence achievement and socio-economic development percepceptions?" A human resource awareness survey instrument was used in the research.

(47)

## GENERAL SESSION V

Friday, November 8
11:00AM - 1:30PM
Netherlands F-G

Speaker: **Ms. Patricia A. Russell, Esq.**
**President**
**Patricia A. Russell Consultants**

TOPIC: "The Roll Call"

**The Conference Adjourned**

# SPEAKERS

## DR. NA'IM AKBAR

Nationally recognized as a leading expert in the field of Black Psychology, Dr. Na'im Akbar's interests span the full range of human value development; educational, psychological and spiritual. A clinical psychologist at Florida State University Department of Psychology and Black Studies, Dr. Akbar is also the Southern Regional Representative to the National Association of Black Psychologists' Board of Directors and Associate Editor of the Journal of Black Psychology. After earning his bachelor's, master's and doctoral degrees at the University of Michigan, Dr. Akbar went on to serve as Associate Professor of Psychology at Norfolk State University and Chairman of the Department of Psychology at Morehouse College. Among his numerous publications are four incisive essay collections; The Community of Self, Natural Psychology and Human Transformation, From Miseducation to Education, and Chains and Images of Psychological Slavery. In the years to come, Dr. Akbar's careful research, thoughtful leadership and inspired speaking will continue to stimulate the critical inquiry and commitment necessary to bring back Black America and its institutions into the full sunlight of political, social and economic influence.

## DR. JACQUELINE FLEMING

Much acclaimed author of Blacks in College, Dr. Jacqueline Fleming is one of the nation's premier authorities on human motivation and the Black higher education experience. A Senior Research Associate with the United Negro College Fund's Department of Research and Government Affairs, she is also Professor of Psychology of Barnard College where she specializes in the study of the psychology of racism and the dynamics of human motivation. Dr. Fleming earned her Bachelor of Arts degree from Barnard College in 1969 and her Doctorate from Harvard University in 1974. Not content to enrich her academic environment with numerous published articles ranging in subject matter from the educational and occupational goals of Black College students to fear of success imagery in urban Kenya, Dr. Fleming has plunged into the public policy debate over the future of America's Black colleges and universities. In a single stroke, her landmark study; Blacks in College, has raised the character of the debate from the merely polemic to the realm of empirical truth. Commitment, courage and intellect have made Dr. Fleming a national personality to be reckoned with in the coming decades.

## DR. THERMAN EVANS

Currently serving as Corporate Medical Director for CIGNA Corporation, Dr. Therman Evans is involved in all facets of public health promotion, health education and health policy development. Before joining CIGNA, Dr. Evans was a practicing physician at the East of the River Health Center in Washington, D.C. Prior to that, he served as National Health Director of Operation PUSH, and joined the National Board of Directors for Operation PUSH in 1983. Educated at Howard University, Dr. Evans received his Bachelor of Science in 1966 and his M.D. Degree in 1971. He did his residency training at George Washington University Children's Hospital, National Medical Center and has done postgraduate work in emergency medicine at New York University's Bellevue Hospital. Dr. Evans has served on the clinical faculty of Howard University and has been a visiting Regent's Scholar-Lecturer at the University of California, San Diego. Dr. Evans has served on review and advisory committees for various agencies of the Federal Government and served as President of the Washington, D.C. Board of Education for two years. He has published numerous articles on various health related subjects.

## MS. PATRICIA RUSSELL, ESQ.

Articulate, thought-provoking and substantive, Patricia A. Russell delivers compelling messages of information and inspiration. An attorney and dynamic public speaker,Ms. Russell previously served as Chief of the Complaints Branch, Mass Media Bureau, Federal Communications Commission. A speaking style that is uniquely her own, she challenges and motivates listeners to respond through reason, to dare to be different, and to make a difference. A graduate of Kentucky State University and Howard University School of Law, this National Elk's Oratorial awardee also studied law in an intensive program at Harvard University. Recipient of numerous awards and acknowledgements of achievement, Patricia Russell was honored in 1981 by the NAACP Legal Defense and Educational Fund, Washington, D.C. for a sterling and consistent track record of dedicating her interest and energies toward causes that are just. In May 1981, Congressman Louis Stokes (D-Ohio), entered her speech "If Not You-Who?, If Not Now-When?" in the Congressional Record (H-3661). Everyone who hears her unforgettable presentations soon realizes that Patricia Russell has tapped the primal power of words and reason to bring forth the best in human beings.

## "Black Colleges – The Right Stuff"

### Dr. Jacqueline Fleming

Thank you. Thank you for that kind introduction. And before I begin, I'd really like to say how much it gives me to be able to speak before a group of people whom I think will be inclined to understand and believe what I am about to say. And the reason why I am so appreciative of that fact, is because it is so often that I have to appear before groups of people who are disinclined to understand or believe what I have to say. And so, I don't think that I am going to have to go to great lengths to extend and convince; so that I can spend my time just talking and celebrating with you the good results about black education that came forth in the book, Blacks in College.

The retention of black students in college. This is the problem that we must solve, and I'm glad that the impetus, for our first big attempt at solving it has come from a historically black institution.

As most of you know there is a disturbance in the pipeline that feeds black students into college. There is a significant loss between the time that black students graduate from high school and entry into college. So that our job is to try and protect and retain all of those black students who do enter college. While the vast majority of black students attend predominantly white institutions, we lose more students in those schools. And while fewer black students do go to predominantly black institutions, in those institutions we retain more, and more complete their degrees. So that still today a disproportionate number of the black BA's come from historically black colleges.

Now some say this is because black schools are easier. But, I don't believe that. My research indicates that there is an appropriate match of aptitude and challenge in the institutions where black students end up. And some say that the reasons are largely financial. I also think that is not the case, because my research has indicated that black students in black schools, they have more difficulty financing their education, because black schools have less flexibility to offer grant aid. So in my research I looked for other reasons for the differences in retention. Other more powerful reasons that might override issues of aptitude and finance. The research in the book, Blacks in College, indicates that there is something very important that goes on in the socio-psychological climate of the institution in which black students find themselves that makes a difference and that provides the motivation for learning and the motivation for growth, which I feel is the key to retention.

In thinking about the issue of retention, I thought back over my favorite psychologists, and wondered what they might have to say on this issue, if I could talk to them personally. And in reviewing what they have written and what they had said, it seems that beyond money and beyond aptitude, that students are retained well in any environment where there is a critical confluence of factors present. When there are enough of these critical factors present, what happens is, that students are able to produce a connection to the environment. Connection is sort of a clinical oriented term and in it, it concerns a number of factors. It concerns things like a feeling of belonging to the institution. A feeling of getting something out of that institution that you dearly want. Concerns feelings of progress in that institution, feelings of being able to or being invited to participate in the goings on of the community in which you're in. Concerns the ability to establish friendships in that community. To achieve an empathy that goes from you to other people and then back again. And probably most important it concerns a feeling of success in that institution.

I imagine that if I could talk to Eric Erikson about this issue, he would say that individuals at this stage, at the college age, are in search of their identity, because it's during the period, that the first major resolution of the identity occurs. And when this identity crystallizes at this point, it becomes a guide to assist them throughout the developmental challenges that face them later in life. And for him, that first thought of identity occurred when there is a union, a meeting of the sexual and aggressive instincts, and when that happens and how it happens first gives the individual a surprise recognition of who he or she is. And you can imagine that if that happened to an individual, in a certain institution, it's a feeling of making progress in spite of other difficulties that they might be facing. This kind of identity formation is achieved when there is a connectiveness to other people and its success in achieving the kind of occupational identity, that they are after at this point in time.

I also imagine that if I could talk to motivational psychologists, like Robert White, that he would say that, individuals especially at this age are driven to be able to affect the environment, to manipulate their environment in a constructive way, to change them and in so doing change their relationship to that environment. And when that happens, when the individual begins to feel that happening, that there is a joy attached to that process, that he likens to the joy associated with sex. And, while many of us may not feel that kind of erotic joy attached to affecting and manipulating one's environment; you may imagine that if an individual is able to feel it, that they are unlikely to leave the situation which permits it. Other motivational psychologists would say that to the extent that you can find an outlet for your primary drive, that you also build a connection to the environment, and so would be reluctant to leave it. So that in all of us there are needs for achievement that press for expression. And so, if one can attain this objective feeling of having done something well, that one is inclined to remain in the environment that permits that.

And there are needs for power in all of us, that are pressing for expression, and so if we are able to make an impact on the other people in our surrounding, if we are able to distinguish ourselves and be recognized for our contributions to that environment, and to hold offices and leadership positions then we are inclined to stay and continue in that effort. And then in all of us there are needs for affiliation that also press for expression. So to the extent that we are able to make good friends in our environment, that we also create a connection to them that is difficult to break. So if all these psychologists are right, that the thing that we have to do is to try and help students build a strong positive connection to the learning environment in which we are in; what we want to do is to look at the experiences of black students in different kinds of institutions and see the extent to which the ingredients of connections might be possible in each of us. And so what I am going to do is to describe for you the average kind of experience that black students have in black institutions and in white institutions. To examine them to see how much of a connection they'll be able to make it in black and white institutions. And of course the evidence for this developmental picture that I am going to draw for you, comes from the research that is reported in Blacks in College, which was a major study of black education funded by the Carnegie Corporation to the tune of three quarters of a million dollars, in which three thousand students participated who were freshmen and seniors at 15 institutions. Eight of them predominantly white, and seven of them predominantly black. And each of those students was forced to undergo from four to eight hours of psychologically oriented testing, that included things like a 32 page questionnaire. Quite a feat to get this many students to sit down and fill out a 32 page questionnaire, but of course, it's more of a feat to try to analyze the data. But also transcripts and interviews and even in an entire experimental study of competition in black and white work settings. The time it took us to do this was about seven years. So that in all that time, with all these data, with all the students who participated in this study, I have great confidence in the kinds of pictures that I am going to draw for you today.

So first, let's look at the course of events undergone by students who go to predominantly white institutions. What the study was asking first and foremost was, "What were the unique contributions that predominantly white universities made to black education and what were the unique contributions that predominantly black institutions made to black education?" There are a lot of ideas about what they would be, but certainly I as well as others thought that each kind of institution would make a unique and valuable contribution to black education that we could draw on and build on. But if I were to tell you what in my data emerged as the unique contribution that white colleges make to black education; I would have to say in all honestly, that it was not positive. Because what I found was that despite the good facilities that black people have available to them in white institutions, that what was unique about their experience was, that it seemed more often to thwart intellectual development than to encourage it.

Now imagine, that at entry, black students go to predominantly white institutions. At that point, they come from more privileged backgrounds that their counterparts in black schools. On the many measures available to me, they seem to be more competitive, more ambitious, eager for the experience, hopeful that it would be a positive one, and certainly they were full of respect for the facility in the institutions that they were entering. But over time, developmentally what they began to experience was robust from their roommates, teachers with whom they could establish no rapport, teachers whom they often felt did not grade them fairly, and teachers who did not give them the attention that they deserved. They felt feelings of abandonment and alientation by institutions that they had felt were very active in recruiting them. But once they were there, they felt they did not get the help that they were promised in the first place.

In terms of their interaction with the larger community, they found that because of the icy reception that they felt, that they were relegated essentially to an all black corner of the institution and remained there because it was only in this all black corner that they could attain the kind of psychological comfort and understanding of the problems that they were facing. And so, over time they make a peculiar kind of accommodation to that institution, in which they begin to accept the fact that they are really not part of things. And being so hurt and depressed by the reception that they received, they decide to remain in this non-participatory corner of the institution and simply wait until the time to leave, if they can last that long. So that by the time they are seniors, for those who managed to make it to the senior year, the profiles of their experience are heartbreaking to look at from a researcher's point of view. Because they are characterized more than anything by feelings of pain and failure. These feelings of isolation, friendlessness, and being ignored do something to them. They do something significant. They produce a kind of disconnection from the educational experience. Having few people that they can interact with and connect with, they essentially lose their life-line. And this life-line is a line that extends energy to them, that enhances their motivation and without it, and it all happens without their realizing it essentially, the being to lose motivation. And since I don't feel that they get any dumber over the four years, it is especially the question in the loss of motivation, the loss of motivation for learning, and the loss of motivation for growth, that occurs. Part and parcel of a loss of motivation is a kind of identity disintegration, in which your inability to establish a network of friendly connections, and an inability to feel feelings of establishing progress, essentially means that one feels one has no place in these institutions. They react to the experience in many different kinds of ways.

There are individual differences in the kind of reactions that they go through. The most energetic kinds of responses on their part that I can see are little more than a case of acting out which do not serve the purpose that they are there for, which is to learn academically, and to learn how to survive in a larger cosmopolitan world.

I endeavored to look at individual differences among black students in white schools in an attempt to find out who it was who survived best in these institutions, since I was sure there might be individuals who are more vulnerable to the experience, and individuals who might thrive on the hostility, the isolation and friendlessness. And I'm sure that there are individuals who can thrive in these settings. I am pretty sure of that. I have known individuals like that. Nonetheless, in this research, I was unable to find out the personality or motivational characteristics of who it was who might survive that. Certainly, you would expect that those who are strong in the need for achievement would do well. But instead, what I found was that individuals who had strong needs to do something well ended up exhausted and fatigued from the experiment, essentially telling us that they had not found adequate outlets for their drives. People who were strong in fear of success, expended a great deal of energy in trying to cope with the factor of their existence but that energy expended did not produce any academic gain at all. And most individuals who were strong in fear of failure, found their worst fears realized, where they indeed did experience more failure than anything else. You might expect that for individuals who undergo this average kind of experience might not have a strong hold in the learning environment in which they're in. And so the problems of retention for black students in these schools become very understandable because they were unable to do what psychologists say they must do in order to stay in the setting which is to affect a good connection to that situation.

Now contrast the average course of events which occurred for black students in predominantly black institutions. What was unique about the black educational experience, was that despite the lesser facilities available to students in these settings, that they were still, nonetheless able to produce in their students far more intellectual development than could be found among their counterparts in predominantly white schools. In all the research, the estimates show that students in black schools are able to produce essentially twice as much intellectual development as students, that are in predominantly white schools. And these estimates come from the harder measures used in the research, like grade point averages, performance on math and verbal tests taking in competition, and on special tests on cognitive skills that were administered to them throughout these universities.

And of course, if we look at the softer measure, the measure of motivation, and confidence, the black college advantage is far greater, up to four times as great, as the students in white colleges. This is quite an amazing feat when you consider that at entry students in black schools come from much farther behind than they do in white schools. They of course, come from less privileged social backgrounds. They seem to be less competitive, somewhat less ambitious and they certainly come with more achievement related conflicts. More conflicts about doing well which owed to their prior history of blacks in educational institutions at the secondary level. And finally, they seem to be more critical of black institutions at that time and more critical of how things are done. Nonetheless, as they remain there throughout their four years, something special begins to happen to them. They find that they are able to establish a wide network of supportive relationships with other people. They are able to make friends among their peers, among their teachers and among their staff members. And while they experience some teachers who are disappointments to them, they also experience enough teachers with whom they can establish rapport, who encourage them, who tell them that they can, even if they don't think they can, and who demand that they learn, even if they are determined not to learn. They find that they had the invitation and the opportunity to participate as waiters, as organizers, as athletes, as kings and queens, and as people who are popular and worthy in their own life. They find that academically they can make progress. That they can do better if they hand in and try. And probably from a motivational point of view, what's most important is they begin to feel the thrill of power as they find that they really can distinguish themselves. And what they can be applauded for that effort. They come to know the joy of competition. Probably because they are able to compete in a way that they think is fair and above-board and by practicing our inclinations for competition, they find that it can be done, that they get better at it, and that it feels better and better. To the outcome of all this, is that by the senior year they have substantially stronger motivation, even though they started with less. And what that essentialy means is that they have tremendous confidence in what they are able to do after this time. They certainly have felt the feelings of success, the feelings of progress, and they know that they have been able to make significant intellectual strides for themselves.

If you then look at the individual differences among black students undergoing the predominantly black experience, you find that those in whom the need for achievements are pressing for expression, are indeed able to take great satisfaction in doing better. Within those in whom fears of success may have been strong initially that, that kind of motivation is virtually dormant during this experiment. And the individuals who are strongly characterized by a fear of failure, they are essentially able to forget these fears and to act as if they were individuals who are strong in motivation.

It is very unusual in psychological research to be able to find a profile of individuals who seem to be failures, who are able in these circumstances to act and perform exactly like their high achieving counterparts. I know of no other instance in psychological research in which the fear, the conflict, a virtual impediment has been turned to it's virtual opposite. Essentially, what this means is that black students in black schools are able to assess the kind of connection that psychologists say they are out to make in order to be retained in them. So it makes a good deal of sense to me, that with these goings on in black institutions, that it is easier for them to effect a connection to the environment, and so it is easier for us to retain them, at least on a socio-psychological level.

So the question is, "What do we do for black students who attend predominantly white learning environments?" So certainly when students finish predominantly black institutions, they very often have to undergo this kind of experience next. And what do we do to strengthen the experience of black students who are in predominantly black institutions? So certainly I don't think it is enough that the environment is a facilitative one, that the environment helps to foster that kind of connection. I really think that what has to happen is to maximize this connection. These under the table, dormant kinds of workings need to be made explicit and deliberate so that black students are able to learn how it is that they have to go about effecting this important kind of connection to any institution or any situation, in which they might find themselves later on.

To the question, "How do we help black students effect a positive connection regardless of whether they are received warmly or with hostility?" And certainly, I think that if you don't simply look at the situation as is in this research, and especially use what we know about what goes on in black schools, to help turn the situation around and work it into a road map of what we might want for black students in the future, that we might be able to help them do this better on their own, and not be at the mercy of whether an environment is warm or cold for them. And so, I'm able to offer black students a number of things that I think will help them overcome any situation that they're in, and effect the kind of connection that psychologists say is useful.

The first thing that I think they have to do is to learn to test a set of assumptions about themselves. What this means is that we think they have to collect data on themselves that when they come to an institution they have to set goals for themselves and they have to learn to face the fact of whether they're meeting these goals or not. So, if they want their grades to improve overall, they have to keep track of what their grades are. And that doesn't mean looking at your transcript whenever you get it back. It means that you have to plot out in front of you in a way that you can see it everyday what your grades are and whether or not they do improve, from semester to semester. They have to be able to see on that chart, on that graph, some evidence that they are moving toward what they say they want. And this idea about testing, not testing assumptions, comes with psychological theory, and especially it means that we all carry a world view with us. A world view is essentially our construction of what the world is like, and that construction guides our interaction with the world. Because everybody operates according to a world view, according to basic assumptions, and it's no problem unless your world view is faulty, because when your world view is faulty, it means that you're going to have trouble. And that, when you are having trouble doing what you say you want to do, then you have to look at the nature of your assumptions and check them first to make sure that it's not your construction that's helping to create the problem.

And as an example of a faulty assumption, I always say, look at the faulty assumptions that were true about predominantly black colleges before I began this research. Shortly after the time I began it, there was a widely and vigorously held assumption that because the poor resources in black schools seem to be true, that these schools by necessity did an intellectual dis-service to the students in them. Now that assumption turned out to be entirely false. In fact, Blacks In College found the opposite to be true. That predominantly white schools with better resources did an intellectual dis-service to the student. And the reasons that educators were able to hold this faulty assumption is that they did not collect the right kind of data. This widely held assumption was held in the absence of any real evidence. The evidence was based on things like looking at the endownment of black schools relative to white schools, counting the number of library books, and the number of bunsen burners and examining the physical plant. This is true; this is absolutely true. As if the physical resources, the number of books and bunsen burners was the essence of education itself. As if it was the essence of intellectual development. It is not. It is not. Students can be in the schools without the best resources and still show twice as much intellectual development as they can in predominantly white schools. Now usually, people have so much trouble believing that result, that they don't ask the next obvious question, "How is it that black schools can produce this kind of effect even in the absence of the same facilities?" If you ask that question, then you get to the second thing that I would teach black students entering college. Which is that, people are more important than things.

In the effort to try and decide that black schools were inferior, no one ever bothered to find our what was happening to the students themselves, no one ever bothered to find out what their experience of the education was. There seems to be a novel idea to people when I came on the scene, that if they wanted to know anything about education, they should look to the product of education itself. The reason the black schools are able to accomplish this feat is because intelligent, intellectual development is first and foremost a matter of interpersonal connection. Black students in black schools are able to achieve a wider, a more constructive network of positive relationships with other people, and that's what makes the difference to them. And a way to break down these kind of relationships into at least three parts, first you have to find friends that you can talk to, and these friends must be of a certain kind. They can not be superficial friends, to whom you say everything is fine, and everything is okay. Friends are far more important in times of stress, when you are having difficulties. Because when you are having difficulties, you need people that you can talk to, because by the more talking to other people about what ails you, you are able to relieve yourselves of your burdens to a significant step. That somehow if you are able to get hurt out into the open, they are simply less hurtful. And you free yourself of a negative energy that would otherwise tie up the energy that you need to sustain the intellectual process.

The second kind of relationships that are important, are those with teachers and mentor figures. These people hold great power over students, because students are dependent on them for encouragement. If they get the kind of encouragement they seek, they can convince themselves that they are capable of more than they originally thought. And if they hear encouragement over and over and over again, they will come to believe in themselves and look for those special qualities in themselves that they are told are there. And of course, the only secret to finding what's special in yourself is to have the idea that you need to look for it and this you get from other people, and you are more inclined to believe those people whom you respect.

Finally, black students are able to participate with other people in a black college environment in outside activities in a way that allows them to do two things. It allows them to learn to work with people, regardless of how difficult people are to work with and they certainly are difficult to work with. You get a chance to begin to work through personality conflicts, at the same time that you were trying to get things done.

The second thing that it does is that it forces a cross combination, between what students learn in classrooms and what they learn in the classroom into practical action. Extra-curricula activities essentially incite learning to practical action. And of course, the more students take time, the more a student is forced to learn the art of efficiency, to learn how to do many things at once. Those things of course, fall more into a student's lap, if he or she is in a predominantly black institution. So what does that student do in a predominantly white institution? The principles are essentially the same, it doesn't matter where you are, you still have to get these same things. Even in an unfriendly situation. Even in a hostile situation, and in a warm situation you still have to effect connections with other people. You still have to get your network of positive relationships with other people. You still have to make friends, and you have to make them across racial lines if that's the nature of the environment that you're in. You still have to find, nurture, and fully encourage it. Whether or not they fall in your lap. And whether or not they present themselves to you. And you still have to participate in the life of the campus, regardless of whether you receive the invitation to do so. Now this, as you might well imagine, is a neat trick for an 18 year old to pull off, who is suffering from feelings of rejection. Nonetheless, we have to teach black students that this is the task ahead of them. And that even if it is difficult, even if it can't be accomplished on the first pass, that this is what they have to continually strive to do, and of course persistence is the name of the game. And one has to learn how to cope with and get rid of the negative feelings that we feel from initial rebuff. Because certainly in a larger society, black people will be rebuffed. Nonetheless, they still have to learn how to do it.

The third thing that I think black students have to learn is to seek positive programming. Certainly that has a positive affect that I had to hang up a sign for black people from black schools. It's largely because, the whole environment creates kind of a supportive programming. There are many subtle ways in which you get support. They say no one will even give you a chance even if they think you can. You know, while black students in uncertain environments may not be able to control the reactions of the total environment that they're in, they can certainly control their own personal environment. They can certainly seek out friends who will talk to them in times of need. They can certainly seek out mentors who are willing to provide them with the encouragement that's so necessary. And they can certainly find activities to join in and eventually achieve the respect of others by doing the job that they have to do and know activities well.

In the unlikely event, that black students are in an unfamiliar environment are unable to find friends, mentors or co-workers who will give them positive messages about what they can do, students have to learn to give these positive messages to themselves. It's not that hard to do. All you do is tell yourself that you're wonderful, at least once a day. Psychologists say it is preferrable to do it before you go to bed, when the mind is highly receptive to suggestions. And if any of you don't do that, you need to do it; you need to do it. Even if you are able to surround yourself with people who give the kind of encouragement that you have a divine right to, it still helps to hear it from yourself. To hear it in your own voice. There should be no excuse for black students not knowing that they have the capacity to give themselves the kind of positive programming that all successful people have to find a way to give themselves. No one is truly successful, unless they learn how to do this for themselves. It's a lot easier to begin to give yourself this kind of instruction, if you have it enough from other people around you. But, in the end if that's not possible, you just simply say it to yourself. Really, it is the easiest thing in the world to do. As long as you know that that's what you have to do.

The fourth thing is that black students have to learn to take control, take control. From the research it seems that the share of the reward in any kind of educational environment, is for those who seize and seek control. So, in predominantly white schools the share of the intellectual and personal awards go to white males. In predominantly black schools, the share of the intellectual and personal awards go to black males. So it's easy to see that they can get the greatest advantage, for all educational institutions and I would dare say any situation what-so-ever, are those who get in there and fight. Those who take over. Those who are leaders. Those who have organizing functions on the behalf of others, and of course, I use the word control in it's constructive sense. I am certainly not interested here, in anyone who uses control for any other purpose.

The first reason I say that the rewards go to he who seeks control, is because the she's of the world much less often seeks to do this. But nonetheless, the principle and the task is the same for women as it is for men. You have to learn how to take control, and you have to appease the egos and feelings it seems of those around you who would prefer that you didn't do it. And the one secret that I always say about this is that, one of the reasons that women are reluctant to seek control is because they are afraid that men won't like them if they should do so. They face a real paradox in this, because in order to take control, there requires a great deal of self-confidence, and confidence is sexy. It's the essence of what sex appeal is. That's all it is.

The fifth thing that students need to know is that what they get out of an educational experience is up to them. That they have total responsibility for whatever it is that they get out of the experience. In some later day, they cannot blame the institution for what they didn't get. It's nobody else's problem whether you develop intellectually or not. Basically, nobody else cares. You are the only one who cares what you get, and so it is up to you to achieve the right amount of awareness and to discover the strategies that work for you, so that you can get out of any situation what you need to get. Even in a therapeutic situation, one of the things that psychologists find most difficult, is to convince people, and these are first usually adults, that their lives are up to them. We find that people do not get well, people cannot take a final step to grant pshchological help until they decide that what they don't have is not their parents' fault, is not their siblings' fault, is not their husband's fault, it's not their friends' fault, it all begins and ends with you. And when you realize deep down that, that is the case, then the individual is free to go on and take the reins and to achieve whether he or she wants in a certain situation.

I sometimes think that it's unfair to black students to be in a situation where they are surrounded by people who are not going to help them achieve a sense of self-esteem and control of their needs to make the best out of this life. But, when I think about it very deeply, I think, well, you know, maybe it's really not all that unfair, because it seems to me that this is the lesson that life tries to teach, that it's up to you. And it seems to be the most difficult lesson to learn. So, I'm really in favor of any circumstances that forces a person to learn it at the earliest possible age. Because if you can learn it early, then you spare yourself from the despair that comes later, later in life when we are at a respectable age, with less time to work with to be able to do something about this. I think that black students need to learn it as early as possible and certainly when they take the first step away from home, I think it is a good point for them to try to learn this.

The last think I think black people should be able to do to help them effect positive connections to whatever environment they find themselves in, is to learn to translate their own experiences into the experiences of others. You know it's a struggle to get along with one another in school and there must be some value in having to struggle to get along with one another. And I think the value is that we all have something to learn from everyone else's experience. The difficult thing is that if you're black, and you come from a black experience, then you were at a disadvantage, because you are in a society that doesn't have sufficient respect for the black experience.

That makes it harder for you to play the role of teacher. You seem to always be in the role of learning, when in fact, there is great value in the black experience and we just have to learn to articulate it as clearly as we can and try and translate it into another peoples’ terms as much as we can. And certainly in just following the research in Black In College, I certainly think that Blacks in College has a lesson in intellection development one needs to know, and that is that intelligence is not a matter of genes, not a matter of education, it’s not a matter of facilities. It’s basically a matter of how people treat you. What you are is a cumulative effect of how people treated you all your life. And so that means that we are having a crisis in achievements in the nation at large. It means that we’ve missed an important lesson, and what we have failed to learn is that students are basically inspired by people that care about them, and who are willing to interact with them in constructive ways. The problem in achievement essentially means that there has been a disruption in a connection between students and those who are supposed to inspire them. And that the disruption in that connection is not going to be fixed by emphasis on things. It’s only going to be fixed by emphasis on people. So essentially what I’m saying is that is, according to my favorite psychologist, what we have to do to retain students in the education institutions is to help them effect a strong positive connection with the people in that institution. And what we have to do is to teach our students how to do this. We have to make these lessons deliberate and as conscious as we can possibly make them. Because, if we can do that, they have a tool to effect a positive connection to any environment they find themselves in forever after. If we can do this for them, if we prepare them to go on to other schools, in other situations while they will be eager to do so. I for one think that they will be reluctant to leave an institution that gave them so much.

Thank you.

# "The Black College: A Unique Institution"

## Dr. Therman Evans

Thank you very much. I am very appreciative of the opportunity to share with you this morning at this very important conference. I must apologize for the time frame that we are operating under, but I don't talk that long anyway, and I'll keep myself as brief as possible hoping that there will be some opportunity for interchange before we must leave. But I want to, just for a few moments, talk about a unique institution, the black college, but to enhance the survival of black colleges. I went to a black college myself, I consider that to be one of the reasons why I am so smart. It is not my doing, it is the doing of those who are responsible for giving me what I have now to negotiate this society with.

There is a challenge that is before us that I think is very important and that challenge is embodied in a story that kind of depicts what we are still confronted with today, a challenge that I call the challenge of mutual respect, mutual respect. The challenge I indicated is outlined in the following story:

> A young brother, sort of like myself who has participated in civil rights demonstrations throughout the South was on his way home from one of those demonstrations and was leaving a little bit late and he got to the airport just as they were about to close the gate and close the door and move the airplane out, and he prevailed upon the ticket counter lady or the lady at the gate to "Please let me on this plane, it's the last one out, I've got to get home." He was successful. He got on the plane. The door closed, the plane moved back and he was very hesitant, but had to take what was the last seat left on the airplane. It was the middle seat and for two reasons and he did not wish to take that seat. One, as I indicated, it was a middle seat, and two, sitting on both sides of that middle seat were two very large gentlemen who happened to be white. They were approximately six feet - eight inches tall, weighing 235 pounds. Both of them were dressed in overalls. One of them had a piece of straw coming out of his mouth and the other had a straw hat on. This brother said to himself, "These gentlemen reflect what I have been struggling against all of my life and do not choose to take that seat." However, since it was the last seat and the plane was leaving, the stewardess pleaded with him "Please take your seat", and he humbly tipped-toed over the gentlemen on the outside and eased down into the middle seat and tried to become invisible. He took off his shoes and relaxed.

Before long the seat-belt sign went off and the gentleman sitting on the right next to the window turned to him and said, Boy, get up and go back and get me some orange juice." The young brother did not appreciate that disrespect he was being shown, but he thought for a minute and he came to the conclusion that he was thirty thousand feet in the sky with no route of escape and these two gentlemen were traveling together perhaps the best decision was to do what was requested, and so he got up and went into the back of the airplane where he stayed a little while, and then he came back and delivered the orange juice. And when he got back, he noticed that the brother on the right had spit in his right shoe. He didn't say anything and the plane moved on a little while longer and before long the gentleman on the left, sitting in the isle seat, said the same thing, "Boy, get up now and go back and get me some orange juice, too." The brother still did not like it, but for the same reasons he came to the same conclusion, went to the back of the airplane and stayed a little while and then he delivered his orange juice. So, when he got back, he noticed that this gentleman had spit in his left shoe. He didn't say much, requested some napkins, cleaned out his shoes, the plane finally arrived at it's destination. And he wanted to be sure of one thing, that he stayed very close to these gentlemen, because when he got out to the airport terminal where there were many routes of escape, he had something he wanted to say. They got out into the terminal and he said to the gentlemen as he stayed close to them as they egressed from the airport, he said "Gentlemen, come here for a minute please." And they moved over to him, looked down on him and said "What do you want, Boy?" And so, he looked up at them and said, "You know, I hoped the day would come when you and I could ride together in the same airplane, perhaps in the same train, perhaps in the same automobile and you and I can live together in the same neighborhood with mutual respect, whereby, each of us respect the rights of the other, live and let live, and also whereby you don't have to spit in my shoe and I won't have to urinate in your orange juice."

There is a challenge that we have today of mutual respect. We still, in this society, have a way to go to reach the point where each group respects the right of the other, to live and let live, to grow and develop, to maximize his or her potential. We have a way to go yet, but we can learn from the lessons of history. My black college, a unique institution. Someone said that in the past lies the future, in the past lies the future. Many times I've read current events, I've been involved in current events, and somehow or another I get the feeling that I've been here before, I've experienced this before, this seems familiar to me, this is a de-ja-vous, if you will. Something about it seems familiar; and, if we read history, we see, sure enough, that it has a repetitive nature. Someone said that history goes around in cycles.

Now, there is some sense to this as I have come to appreciate it, there are some rules, some philosophies, some guidelines if you will, that I call universal principles that predict and depict the course of human behavior. Some of these philosophies include things like, "no sacrifice - no success," no pain - no gain," "no deposit - no return." "You must give to get," "whatever you sow, so shall you also reap." "Life is all about giving." "Giving is sharing, sharing is caring, caring is loving, loving is living, and living is giving." "Where there is a will, there is a way." "The squeaky wheel gets the oil." Expression after expression, have been used to depict and predict the course of human behavior. When we look at the fact that history is a composite collection of human biographies, then we can see, sure enough, there is some logic to similar events occurring in different time periods. To understand that is to appreciate the insight that the knowledge of history can give you in the course of human events. It will also help us avoid some of the negative recurrences that we've experience time and time again.

Now, what does all this mean? Look, for example, at Presidents Lincoln and Kennedy, both of whom were presidents at various strategic times in our growth and development as a people in this country. The name Lincoln has seven letters as does the name Kennedy, does it not? Lincoln was elected in 1860 which was 100 years prior to Kennedy being elected in 1960. Lincoln had a friend who was an Illinois Democrat named Adlai Stevenson. One hundred years later, Kennedy had a friend, who was an Illinois Democrat named Adlai Stevenson. Lincoln was married to a brunette, at age 24, who spoke fluent french and lost a child while in the Whitehouse. Kennedy was married to a brunette, at age 24, who spoke fluent french and lost a child while in the Whitehouse. History has somewhat of a cyclical nature to it. Lincoln was shot on a Friday in the back of the head, in the presence of his wife. Kennedy was shot on a Friday, in the back of the head, in the presence of his wife. John Wilkes Booth shot Lincoln, Lee Harvey Oswald shot Kennedy. John Wilkes Booth has fifteen letters, Lee Harvey Oswald has fifteen letters. John Wilkes Booth was born in 1839, Lee Harvey Oswald was born in 1939. John Wilkes Booth shot

Lincoln in a Theatre and ran to a warehouse, while Lee Harvey Oswald shot Kennedy from a warehouse and ran to a theatre. As we continue to examine this cyclical nature of history, see that the successor to Lincoln was a Senator from a southern state that began with "T", Andrew Johnson, from Tennessee. The successor to Kennedy was a Senator from a southern state that began with "T", Lyndon Johnson from Texas. Andrew Johnson was born in 1808, Lyndon Johnson was born in 1908. Lincoln had a secretary, whose name was Kennedy, who advised him not to go to the theatre, while Kennedy had a secretary whose name was Lincoln who advised him not to go to Dallas. John Wilkes Booth was shot before coming to trial, Lee Harvey Oswald was shot and killed before coming to trial. It's alleged that a massive conspiracy is responsible for the death of Lincoln and the same is alleged for the death of Kennedy. Throughout the spectrum, we can see some very interesting things that are lessons for us. If we move from those two presidents who were in office at strategic times in our growth and development in this society, we see something else that is also interesting. For example, in the latter part of the 1800's, there were many prominent white citizens, (lawyers, educators, doctors) who espoused the theory that blacks are intellectually inferior. Today, in the late 1900's, there are prominent, white theorists, professors and professionals who ascribe to the same theory. We could perhaps have expected that. In 1863, the Emancipation Proclamation was issued. In 1963, 100 years later, in Washington, DC, we issued, a modern day Emancipation Proclamation. From the end of the Civil War, 1865-1877, there was a period called reconstruction, during which time blacks were allowed and made some gains. There were similar kind of modern day reconstruction that occurred between the year of 1964 and 1977. The modern day reconstruction has been called the era of affirmative action, if you will. In 1877, the reconstruction period of 100 years ago came to an end. In 1977-78, the Bakke case was brought to the Supreme Court. It followed the 1971, Marc DeFunis case. These cases marked the end of the modern day reconstruction period (era of affirmation action). Blacks and Black progress were under attack from 1877 to 1883. In 1883 the United States Supreme Court issued a declaration that declared the 1875 Civil Rights Act unconstitutional, thus ushering in the Jim Crow era, of segregation. Since 1977, affirmative action has been under serious attack, to the point of 1980 when we elected Ronald Reagan, we sort of epitomized the conservative shift that occurred ending the modern day reconstruction time period. Even the Supreme Court in 1985, was requested to reconsider the concept of affirmative action. History has cyclical nature to it. Out of all of this, I learn that we have the power to change our own destiny, but we must rely on ourselves. Self reliance! How can we change the negative impact of a cyclical history? First, I would say be aware, and second, do something about that awareness. It is very interesting reading about the history of our people and the history of our struggle. At the end of the Civil War in 1865, there were four and a half million of us, essentially illiterate. By 1895, something like 30 years later, the illiteracy rate was down to 60 percent. By 1930, 35 years later, the illiteracy rate was down to 25 percent. W. E. B. DuBois said, that the reason for this great progress is the black college. He said one of the most significant contributions of the black college to the struggle to eliminate illiteracy was the production of black teachers. Prior to 1840, there are no records to indicate that more than 15 blacks attended all of the white colleges at that time. Throughout our history, before, during and shortly after, slavery time, the importance of education was crystal clear to our people. In fact, on the plantation those slaves, who had an education were perceived as possessing some sort of mystical mysterious kind of power. They had the ability to read the written word. They were ascribed many characteristics that were above and beyond those of the ordinary slave. The importance of education is highlighted by the 1830's story of Jaime Parker, a boy who lived in South Carolina. Jaime Parker so impressed with the ability to read that he wanted to learn. He convinced a free black man called Scipio to help him learn how to read. Scipio was relunctant, knowing the penalty if caught teaching black people how to read. Nevertheless, impressed by this young boy's desire to learn, he began, in the cool quiet hours of the night, the process of teaching this young boy the alphabet, making words, and then making sentences. Progress was being made, as the young boy was slowly, but surely learning how to read. One night, the white night patrol discovered them involved in this process. And, Jaime Parker, for wanting to know how to read, was whipped on his bare back, 39 times. Just to impress upon him that blacks are not supposed to know how to read, his wounds were washed with salt water. Scipio for his role in teaching Jaime Parker how to read, was hung by the neck until dead. All for teaching a young black boy how to read. This was the importance of education. A badge of courage in many instances, when caught sometimes the appendages of slaves were chopped off, because they were discovered involved in the process of trying to learn how to read. Toes were severed, fingers were severed such that a bandage of courage became a missing finger or a missing toe. It showed that individual had the courage to challenge the system, and to pursue education no matter the cost, no matter the penalty. So historically, we have been seriously involved in this struggle to get an education. It has been a serious struggle. The very first black person to graduate from a college in this country was a person called Alexander Lucius Twilight, who graduated from Middleberry College in Vermont in 1823. The second was a man called Edward Jones, unusual name, who graduated from Amherst. He entered Amherst in 1822, the second year of Amherst's existence, and then he graduated four years later in 1826. Amherst didn't admit another black person until after the Civil War. So, prior to the 1840's and 1850's, white colleges were not educating our people. Abolitionists, free blacks and blacks who were enslaved, came to appreciate the fact that if we are to be educated, we must have our own institutions. That was the rule then, and, largely, it's the rule today. Right now there are three black medical schools in this country, Howard University, Meharry and Morehouse Medical College. There are 127 medical schools in this country. The three black schools have 33 percent of all the black faculty teaching in medical schools and 25 percent of all the black students enrolled in medical schools in America. Relatively speaking, not very much has changed from 100 years ago. Slowly, but surely, incrementally, again, more. We must learn the lesson of history or we are doomed to repeat it. We have the power to change this situation. What do I mean? What am I talking about? W. E. B. DuBois said, in 1933 that the American Negro problem should be the focus of American Negro Universities. He was right then. He is right now. This is our challenge today. To be that unique institution, that came into existence to address a tremendous need. A need that will be with us for some time to come.

We are a healthy people. Most of us are poor, it is said. We don't have the kind of money, houses, cars, resources, or opportunities that we would like to have. We are yet a wealthy people. We have more power than we are led to believe we have. And certainly, we have more power than we have exercised. This year, 1985, black people will earn 202.6 billion dollars. I grew up in a poor black family. I don't have a concept of what a billion dollars is. Perhaps some of you all do. But, I read an account once that helped me understand it. It said if you were to dig a big whole in the ground, and, every minute, put in one twenty dollar bill, it would take you 98 years to put in one billion dollars. That's a long time, and that's a lot of money. I still cannot conceptualize it. Talk to me about $75, then I can understand what you are saying. Two hundred and two point 6 billion dollars we earned this past year. If we were a nation, we would be the tenth richest nation on the face of the earth. We are a wealthy people. What do we do with all of that money? Where does it go? Does it go to support black colleges? Is it enough to support every single black institution in America and have them grow, survive, thrive, do whatever. There is enough money in our own hands, in our own pockets, in our communities. Where does the money go? What do we do with all that money? To whom do we give it?

We are a consumption oriented people. We buy what we want and beg for what we need. We don't produce and we don't own. What does it mean? How does it look? We are, 11 to 15% of this nation's population, yet, we consume 23% of all the Johnnie Walker Red consumed in this country. We consume 24% of the Old Taylor consumed. And for those of you who are not aware of Old Taylor, it is an alcoholic beverage. We consume 16% of the J. & B., 27% of the Old Forester, and 12% of the Chevis Regal. We are disproportionate consumers of alcoholic substances. One of the results of this is, sclerosis of the liver, one of the 10 leading causes of death. And who do you think has the most sclerosis of the liver? Yes, black people. In a real sense we are co-partners in our self-destruction. We hae the power in our hands, to save our black colleges. We have the power. It is time out for us to keep looking to others for something we can do for ourselves. If history is any teacher, it tells me that if we don't do it, it's not going to get done. It is not the slave master that got tired of slavery, slaves got tired of slavery. We have the power. Where is it going? What is happening to it? As was indicated yesterday by Dr. Akbar, we are very prominent, particularly in music, particularly in sports. Very prominent. Can't listen to music without hearing the influence of our people. Can't watch sports without seeing the influence of our athletes. Twenty-five percent of baseball players are black. Not second string, not junior varsity, not sitting on the bench, but the best. Forty-two percent of the professional football players are black, not junior varsity, not sitting on the bench, but the best. The greatest running back in the history of the game (Walter Payton) and probably for long years to come, came from my black college, Jackson State. Sixty five percent (65%) of all the professional basketball players are black. And these people don't make $3,000 a year. These people don't make $25,000 a year. These people make money. Yet, we don't own one athletic team, professional or otherwise, not one. If we look at the music industry, the same thing is true. There are only two black music companies that are listed on the black enterprise list of 100 largest black businesses. Only two. One, obviously is Motown with 137 million dollars in assets. And the second is Dick Griffith Productions, 53.7 million dollars a year in assets, listed number 10 on the black enterprise list of 100. Where is all this money going? We are lucky if our dollar exchanges itself one time in the black community. The basis for successful economic development is interchange/exchange of the dollar in your community. It is said that in the oriental community, the Japanese community, in San Francisco, the dollar exchanges hands between six to eight times before it leaves the community. In the company where I work, I see the process at work.

Those companies with whom my company does business, are the companies with whom my employer does business whenever possible. They feed each other. We are the most over-financed, over-fed, poverty stricken people on the face of the earth. I'm sorry, it is true. And I see it on both ends of the spectrum. We spend two billion dollars a year, just buying cigarettes. We smoke more than the majority of the population. Additionally, we have more heart disease than does the majority of the population. This is directly related to how we live and what we do with what we have. If our own institutions don't teach young people what we are doing with ourselves and our resources, then who is going to do it?

We have the power to change our own destinies. We have the power to support every single black institution in existence at this moment. We have the power. We must begin teaching youngsters about our behavior as a people and the fact that we have more power than we have been led to believe we have, and more power than we have exercised. We can do that. Certainly, we cannot teach, what we don't know, and we cannot lead, where we don't go. And so, we must understand and have some information about what it is we do with those resources we have.

Between the time period of 1865 and 1885, something like 20 black colleges came into existence. With the strategic help of many of our black Religious institutions, our colleges were founded. The Baptists, got together and founded Shaw, Storer, Benedict, and Morehouse. The Methodists got together and founded Clark, Claflin, Rust and Morgan. The Episcopalians got together and founded St. Augustine's. The A.M.E.'s founded Wilberforce and Morris Brown. We have instistitutions today that are over 100 years old and still thriving. Today we have income that is grossly greater than what we were getting then. Yet, somehow, we cannot come together to keep alive those things that were established with much fewer resources 100 years ago. What's happening? What's wrong? We need to look within. We need to break the negative cycle of history that we keep repeating. We must get to the point of self-reliance. We have kept everybody in business but ourselves. We are the margin of profit for many of the major corporations in this country. We are 33% of all the soda-pop purchased in this country. We are 25% of Coca-cola's sales nationally. That's $500 million we spend buying Coca-cola. Twenty-five percent of all the chewing gum purchased in this country, we purchase it. We purchase twenty-five percent of all of the audio-tape cassette decks. We buy fifteen percent of all the instant rice. Over 45% of the Pillsbury Hungryjack biscuits, and over 37% of all the hair conditioners. Parenthetically, the Black cosmetics industry is a $800 million industry. What do we get back from these companies? What have we demanded from these companies? Why not put

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Why not put that money in our own pockets, in our own communities, in our own institutions? What's wrong with us? Those of us who have the education to know better are still apart of that process. If we don't change it, who is going to change it? How can we expect that young black boy or girl to change their behavior if we don't ours. Oh yeah, we can tell them, "Buy black now, support black now, support black now." But this must be supported by action that is visible. It's been said that there are three kinds of people in the world - the smallest group, those who say, let's make it happen. That may be a group of ten people on the basketball court, making it happen. And then there is a larger group - those who say, let's watch it happen. There may be 50 to 65,000 people in the stands watching it happen. Many of them think, though they've never played a game of basketball in their lives, that they can play it better than those making it happen. They wouldn't dare get involved; they just want to be around to watch it happen. And then there's a third group, which is the largest group of all. Those who say, "What Happened?" "What Happened?" And it is that group that characterizes too many of us. Too many of us are saying, "What happened?" And in our community there is a common expression we use when greeting each other, "What's happening, brother?" We need to know what's happening. What we need are people who will say, - Let's make it happen. And it begins to work where you are in your own institution with yourself. I must change my behavior, then I must teach one, and another and another and so on until it is institutionalized. Any group of people who have come through what we have come through has what it takes to keep on pushing.

Yes, it will be a long night, but the morning is sure to come. Weeping may endureth for a night, but I'm telling you, hold on, because joy cometh in the morning. There's a silver lining behind every dark cloud. Bill Withers sang a philosophical song a few years ago, which says, "Lean on me, when you're not strong, I'll be your friend, I'll help you carry on." Roberta Flack and Donnie Hathaway sang "Winter Summer, Spring or Fall all you gotta do is call, you've got a friend, I'll come running. Aretha Franklin sang a song that Simon and Garfunkel wrote. She sang, "When you're down and out", when you're on the street - when evening falls so hard I'll comfort you and when pain is all around, when sickness is all around, when disease and ignorance is all around like a bridge over troubled waters, I will lay me down. One old negro spiritual says "Through many dangers, toils and snares, we have already come, it was grace that brought us safe this far and grace will lead us home. Another says, "if I can help somebody as I move along, if I can keep somebody from going wrong, it is then that my living shall not be in vain." The titles of the soap operas say too many "Days of our Lives", have been spent at the "Edge of Night". It is time, for us to act "Young and Restless", in our Search for Tomorrow" for "As The World Turns", "As The World Turns" be clear we have but "One Life To Live". and with it we must be "The Guiding Light" in the struggle to building "Another World" for us and for "All My Children". Thank you very much.

## "The Roll Call"

### Patricia Russell-McCloud, Esq.

The roll call! Langston Hughes asked the question: "What happens to a dream deferred?" Does it dry up like a raisin in the sun? Or does it fester like a sore and then run? Does it stink like rotten meat or crust and sugar over like syrupy sweet? Maybe it just sags like a heavy load or does it explode? The roll call!

National Conference on Black Student Retention in Historically and Traditionally Black Colleges and Universities. One hundred and two institutions designated as being historically black. We are clear. For these are the institutions that took little and did much. The roll call! Alabama A&M, Alabama State, Albany State, Alcorn State, Allen, Arkansas Baptist, Atlanta University, Barber-Scotia, Benedict, Bennett, Bethune-Cookman, Bishop, Bowie; the roll call for those schools that decided that they would have the mission and the mandate of excellence without excuse. Central State, Cheyney, Claflin, Clark, Clinton Junior, Coahoma Junior, Concordia, Coppin, Delaware State, Dillard, Edward Waters, Elizabeth City, Fayetteville State, Fisk, Florida A&M, Florida Memorial, Fort Valley State, Grambling, Hampton, Houston-Tillotston; the roll call of those schools that went on to the life's what-not shelf, and picked us up and dusted us off, because they recognized while others did not that we were diamonds in the rough! Inter-denominational, Theological Center, Jackson State, Jarvis Christian, Johnson C. Smith, Kentucky State, Knoxville, Lane, Langston, Lofton State, LeMoyne-Owen, Lincoln, Livingston, Loma Hammon Jr., Mary Holmes College, Meharry Medical, Miles, Mississippi Industrial, Mississippi Valley State, Morehouse, Morehouse Medical, Morgan, Morris Brown, Morris College, Morristown, Natchez Junior, Norfolk, North Carolina A&T, North Carolina Central; The Roll Call! These schools decided that in the best of us, there was a better. And, if there is to be a class, then let there be a first class, for all of us. Paul Quinn and Philander-Smith, Prairie View A&M, Prentiss N&I Institute, Rust, S.D. Bishop State Jr., St. Augustine, St. Paul, Savannah State, Selma, Shaw, Shorter, Sojourner-Douglass, South Carolina, Southern University A&M Baton Rouge, Southern University New Orleans, Southern University Shreveport-Bossier, Southwestern Christian, Spelman, Stillman, Talladega. The roll call, those schools that decided that where there is a will, there is a way. Tennessee State, Texas College, Texas Southern, Tougaloo, Tuskegee University, University of Arkansas-Pine Bluff, University of Maryland Eastern-Shore, Virginia College, Virginia State, Virginia Union, Voorhees, Wilberforce, Wiley, Winston-Salem State, Xavier. The roll call for each of us, all of us, whether we are the towering or the tiny, administration, faculty or staff, student advisors or matriculating students, I suggest to you that the roll call for the 102 historically and traditionally black colleges and universities of this country is before us and their stories shall and must be continued! Good afternoon.

To the Reverend Clergy and to the dynamic and visionary Dr. Clinita Arnsby Ford, our conference convenor. It has been her dedicated and determined efforts, extraordinary and exemplary organizational skills and the help of the host institution of higher learning, Florida A and M University, Tallahassee, that have combined for our assembly today. Her staff has literally come early and stayed late, so that we could enjoy the friendship, fellowship and substance of this conference experience. To the note-worthy conference presentors and the various administrators, faculty and staff from throughout the width and breadth of this country; and to those who have joined us from the public and private sector; to those who have come from the civic and social organizations associations and groups; to the members of the Panhellenic family, and my sorors of Alpha Kappa Alpha Sorority, to you the conference delegates who have come to address the issue of retention, for retention is everybody's business.

You see, I am a lawyer, and lawyers deal with case law, and we want to consider three component parts of this presentation. We first want to look at the facts of where we are and are not on the issue of retention. The facts will be those things, circumstances, events or persons which impact the process. Then we will look at the evidence, we will look at circumstantial or direct evidence which will substantiate the facts which will, in turn, make or break our case. And finally, we will consider the burden of proof, that we have individually and/or collectively to ensure, the survival of our historic institutions by their student enrollment.

Historically, many were called by different names, "training", "skill", "industrial", "normal" and "colored." Times were hard for our schools as for the nation. Bread lines stretched across the country to combat the prevailing hunger and masses were workfully unemployed. Then President Franklin Delanor Roosevelt pronounced his theory that at a time such as this, "there is nothing to fear but fear itself." Proud men took on jobs with alphabetic organizations of WTA and PWA, to combat the door of economic inopportunity. It was an uncertain world, the situation was bleak as shoes were being sold at $2.98, and pork chops were 20 cents a pound, and a Ford automobile was a staggering $700. Yet, on the national scene, ragged young men and women, came up from farms with little more than a nickel and a nail in their pockets. Their sole possessions were bound up in a gunny sack or a carpet bag and they set out for the school on the hill, so that they could be and become. They struck out to enrich their lives. These were they who: came from homes where there were not those who had degrees, the BA, BS, MA, MS, JD or the Ph.D. In their homes there were individuals who stepped back so tht they could step forward.

Recognizably, in 1846, the United States Supreme Court legally sanctioned local laws and customs that relegated blacks to the position of second-class citizenship. It almost excluded Blacks from the so-called participatory process. And as a result, black colleges and universities were given that special mission, that unique opportunity to educate the leaders of movements that were alternately challenging the status quo. For the "isms" of this society, the racism, the sexism and classism would be largely dealt with by the persons from those schools. No one believed, that this step-child would survive. Some were very sure that her birthplace would not encourage students to matriculate. There she stood appointed with dilapidated and deficient physical plant; and an over-worked and under-paid as administration, faculty and staff. And yet, these schools that opened the doors to all races and creeds and colors and they became menders and healers of wounded minds and restless souls. And now, black colleges and universities of this country have a devastating roll call. We have competition from majority institutions engaged in the battle for the human mind. And those schools are doing what we call "creaming". They are "creaming off the top of the crop," they are looking at those students who have a modus operandi by their training exposure and experience of excellence without excuse and --admitting those students. Conversely and comparatively, they are looking at the lower division students, so that they can statistically swell their numbers to be sufficient for goverment assistance. As many black students do not begin college to graduate, we have to deal with the mind-set of the matriculating black students. As black students in higher education are asked now to do more with less, many black students are struggling financially to make one end meet the other end, and the other end is much further than they first imagined. Many are using a budget that will not balance, and they are using dollars that will not set to buy their needs. And, in many corridors black students have begun to believe that they are second. They have begun to believe that their schools are secondary, and their participation in the mainstream will be tangential at best. This anti-intellectualism and self-defilement has caused them to major in a minor. Additionally, many black colleges and university alumni have taken on the mandate of their gradyuate school, claiming that they finished "X", "Y" and "Z" graduate schools, and it appears as if they have amnesia as to the black college or university that trained them.

Many ask, "Why black colleges and universities?" Well, we must be those who respond. We look at the historical facts that show us who Dr. Elias Blake researched from Clark College, when he showed that 80% of the black federal judges in this country, including Justice Thurgood Marshall of the United States Supreme Court finished the black college, 75% of the black elected officials from the South finished the black college, 80% of the black Ph.D's in this country finished the black college. Seventy-five percent of the armed force officials in this country finished the black college. Clergymen, crossing all ecumenical lines, those who taught us, who sits high, who looks low and who is a very present help in the time of trouble, finished the black colleges, and although the list is endless, my time is not, so I'll just say etc., etc., etc.

Many argue whether there should be a black college and whether its existence is a legal or moral justification. Many act as if the black college has become a dumping ground, and yet I suggest to you, that these schools enrich our students with education, pride, self-esteem, a feeling of belonging, the establishment of long-lasting and meaningful relationships a sense of security, self determination, and hope as pointed to by Dr. Jacqueline Fleming. The black student knows the comfort of identity, of having a name and not a number, and being included rather than excluded. Dr. Benjamin S. Payton, President of Tuskegee University reminds us, "You end black colleges, and youngsters will end up serious social misfits." The Carnegie Foundation study pointed to the fact that black colleges promote more positive intellectual development among black students than the white schools, and that students in black schools have an enhanced ability to complete and to achieve, while in white schools they may suffer decline in their competitive performance. Majority institutions have, in some cases, fought rather than encouraged intellectual development, and black students are very clearly identified as being able to matriculate in the environment of a "double consciousness" as described by Dr. W. E. B. DuBois, "that sense of always looking at one's self through the eyes of others, and measuring one's soul by the tape of th world that looks on in consent and pity." There is this twoness, an American, a black, two souls, two thoughts, two unreconciled strivings, two warring ideas in one black body, whose dormant strength along keeps us from being torn assunder." Clearly, black students are those who have been and are statistically reported and graphically charted. They have been made the subject of studies, shaped into problems; classified as projects, yet, I suggest to you, that they cannot be generalized, and yet, they have been generalized, overdescribed and underestimated.

Between 1976 and 1984, there was a nine percent increase in black women graduating from college and nine percent decrease in the number of black male graduates, and if this continues by 1992, there will be an additional one million more females in higher education than male college graduates. The roll call increasingly indicates that the black male is absent, not present in higher education. And have reached a turning point in this country, when systematically, the "IOU" that this country handed to us, shows little chance of being honored twenty years later. And we have to evaluate the external impact upon retention efforts on our campuses. Twenty years later and yesterday has become today; today is different; and yet, the same. It is the same and yet, different. In other words, think back twenty years ago and mark it ditto. For example, twenty years ago blacks could meet with the Governor of the state of Alabama, could not meet, with the Governor of the state of Alabama. But we could meet with the then President of the United States, Lyndon Baines Johnson. Now, twenty years later, you can meet with the Governor of the State of Alabama, and we cannot meet with the President of the United States. We have a Justice Department that's against not for affirmative action. We are clear that policies and programs that we fought and died for are now being challenged, those that would enable and enpower women and blacks and minorities. We are clear that the payment on the interest owed is now being returned "insufficient funds". For those who had a headstart on hopelessness, now so much has been cut up and out, in other words, so many have been placed on the alter of fiscal conservatism and supply-side economics and nothing is trickling down. On the issue of equal opportunity and affirmative action this administration seems to be--"out of business." And as privilege is afforded to the powerful, and neglect to the powerless.

We hear the roll call... Yes, there are those in number who say that we can wait. They say that we could adopt a policy of gradualism and that things will get better by and by when the morning comes. But those who ask us to wait, they have no frame of reference for waiting, but it they knew what it meant to wait, they would already knew that we are the headwaiters in line!

Langston Hughes reminds us again, "I too, sing America. I am the darker Brother."

Today there is a changing landscape in America. Our students have to have a mind-set for excellence, they have to know that the world has no welcome mat saying "whosoever will let him/her come." We told in Nasbett's Megatrends clearly the Koreans has sprouted up all over New York and they are placing bins of unexplained roots next to the delicious apples, and the Greeks have all but taken over the coffee shops and they are conquering the fast lunch business. In New Orleans, the Viet Nam immigrants have converted their housing projects into vegetable gardens, and they are irrigating them with the same long handled canvas buckets that they once dipped into the Mekong Delta. And just as Americans have finally digested the basics of soccer, cricket has emerged as the sport for the advant guard. Thus, our students on our campuses must know that preferences and set-asides that were once afforded them will now be afforded to other groups, particularly the Spanish speaking Americans. Further, as opportunities are being established for others, they are not being established for us, and we are now relegated as we have been to the prejudices and preferences of others.

We necessarily are asking, "Which way and by what methods?" When can't seems to mean can, and don't means do, stop means go; directions brings rebuttle; debate brings departure; kindness is counted weakness, and unity is deemed as uniformity, and achievement goes unapplauded, our students must know that now perhaps more than ever before, they must learn to earn. In telecommunications law, the industry from which I've been practicing for the last ten years, these students have to know that this time it is a bottle for the human mind--an age of information. And we have to be careful that our students are not matriculating in a sea of information and drowning from a lack of knowledge. Although it is a technological age, they must know, yet again, that in life there is no button to punch, no handle to turn, there is no flick to switch, "the elevator to success is not running and they are going to have to take the stairs." Noted author, Tony Morrison, reminds us that it is going to take the whole village to raise our children. As sterling as their reputations may be, it will take more than the college. It will take communities, sororities and fraternities; it will take civic and church groups sponsoring organizations, associations and groups that will be the new messengers. They must have forums, workshops and seminars to show students "no" versus "yes." As many tell our students, "no." The "no" which destroys their self esteem and energy before they even arrive at your college door as freshmen. Thus we have high and disporportionate numbers of freshman who drop out "copping out" rather than coping. These students must be able to say "no" to mediocrity, "no" to complacency, and "no" to ignorance, and "no" to owing our souls to the "company store". They must be able to say "yes" to excellence: "yes" to participation in the process and "yes" to power. They must understand, as we must, that we must go behind college matriculation and get with high school and elementary school teachers and counselors - many of whom actively engage in a pigmalion theory--because they believe that our children are inferior they have our children believing that they are inferior. You see, if you expect a child to perform poorly, he will. If you set a goal at nothing it is for sure, you will hit it every time! In Sam Yvette's noted book, The Choice, we note that so many now are being placed on life's human scrap heap. Today's students must have the mind set that they start college to finish. They must have mind-set, that they are not just going to college/university for one year or one semester, they must, I suggest to you, start to finish.

Forty percent of the black population is comprised of black youth, 19 years and under, and we are losing a fifth of that number every year. We are losing them for a multiplicity of reasons, high school drop-outs, teenage pregnancies, and yes, those who just give up and give out. We are clear, that we need new messengers to address the reality that one hundred and forty-five thousand black babies were born last year to high-schoolers 14 and 15 and 16 years old. And so, we are cutting off that cadre of individuals who could compete if they were capable, competent and prepared.

We are clear, that the realities implicate that now this society has moved forward with a "quick fix" on public education. For too long, we have sought to "pass the buck." As the question was asked, "What is wrong with our students -- following the "nation at risk" report by the National Commission On Excellence in Education." The colleges blamed the high schools, the high schools blamed the elementary schools, and then we asked the elementary schools, "What went wrong?" And they said, "Didn't you know? Something went wrong in day care." Families are blaming television, and when everything hits rock bottom, they say "Oh, the church just should have done more!

Although English may be the toast of Paris and Peking, our students will have to understand that English is in trouble...trouble...trouble in the United States. Twenty-seven million Americans are functionally illiterate, and we have to insure that our students understand what Tarrance, the statute wrote when he was freed, "-homosum homoril alienum puto--what he meant was that "I am a human being and nothing human can be alien to me."

Our students have to read and understand that the games that will be played will be games that momma never taught us. We were told just to learn to play the game. But, our students must not only have academic excellence, but they must know the game, they must know that once they learn to play the game, somebody comes along and move all the bases! They have to know what the Honorable Leon Higgenbotham meant in his book In the Matter of Color. They have to read and know that futuristically this is a different age, an age of information, not underspecialization; robots are in the work place; and the robots will not debate with us who's right and who's wrong -- the robots are going to tell us that we are wrong, and that will be the end of the conversation! I live in Atlanta and while at the airport, returning home by plane, I was impressed with the fact that the first seat, first occupant was a full-sized robot. I walked up to the robot which had a travelling companion and I asked, "Does this robot speak?" And the travelling companion was quite excited about my interest and everyone was standing there. And, he responded, "Yes, this Robot does speak, would you like for it to say something to you?" Would you believe that they had programmed this robot ethnically, so that the robot would speak like he or she thought that I mighty speak. The robot leaned over and said, "What's happening blood?" Thus, our students will have to be scientifically and technologically sufficient.

Moreover, they will need to read and understand "How to Swim with Sharks." Now, Jacques Cousteau wrote this primer plymouth so that sponge divers would know that when they were swimming, looking for sponge in the deep sea, that they would not always finn themselves in invigorating and revitalizing waters, periodically they would encounter sharks, and as a result he wrote, "How to Swim with Sharks." John Hopkins University, Baltimore, Maryland, believed that this primer had a broader application. They believed that any student that needed to survive, any community group, any leadership capacity that was actively engaged in competition would need to know how to swim with sharks.

First, Cousteau suggests that we have to learn to breathe and stroke. We need to know who is in charge of being in charge. So systematically and legislatively we have to know who to lobby and when and where and by what method and for what reason. We have to know, when to move an inch so that an inch does not make us lose a yard. We have to learn to breath and stroke when the society at large would act as if the black colleges and universities alone is singular in having the responsibility of retention. We must look at the socio-economic impact at a time of the so-called "Femilization of poverty." Today many students are caught by the clutches of poverty. Many parents with less than $11,000 a year are sending their children to college. Many would say, "Well, that is a state of poverty." Well, what is that we know about poverty?" We know that poverty doesn't appear on any map. It doesn't have an official flag or a song. It is a place that is over-rated by the rich and overpopulated by the poor. It's a place that once you get there, it's very difficult to get your zip code changed, and nobody wants to go there for the weekend. And so we'll have to learn to breathe and stroke.

Mentoring is a modern day buzz phrase. And yet, we need organizations to serve as mentors to our students; we need the public and private sector to take today's students as interns, in an intern/extern program. We need to have organizations that will not only sponsor our students, but who will, in fact, adopt our students. As tuition costs are up eight percent and students are being asked to share the bill. With tuition up and government aid down, it is a hard ball game and the bases are loaded. The bases are loaded with cuts -- guarantee student loans, and the efforts to dash the Pell Grants; cuts to college work aid, up to 28%. They are loaded with the realities that the average black family can only contribute $870 per year towards the cost for higher education.

We have seen black colleges, upon payback '85, as students were asked to pay back their college loans and to contribute to their college. For those were the schools that gave them the opportunity to house the mind that knows more. Learn to breathe and stroke. Secondly, we must learn to tread water. Tread water when the systematic pressures and problems are heaped at our door. When there is a black holocaust against black students in higher education. We have to tread water when the agenda is set and we are invited to the state legislature meetings to testify. Many time we are actually working on the sub agenda. We need to tread water and be visionary and let our students know, that the world is waiting on them. Waiting because education is a contractual agreement. The party to the first part of a contract must be the second part. The first part reads the best doctor has not operated; the best lawyer has not litigated, that the best computer scientist has not entered the data because the whole world is waiting on them to rise up from incubator of immortality as a giant in our time. Second part indicates that we only have four percent managers who are black, and three percent who are lawyers; three percent who are engineers and 2.3 percent who are pharmacists, and so there is room at the top and our students must believe that they can participate. We have to tread water, as our students must be visionary. They must interact with professors, community leaders and alumni. Tread water when the opportunities in business indicate that 10.8 million of the businesses in America are small businesses, and now set asides "are being set aside." Tread water when that franchise, ownership and operation is a possibility. We have 28 flavors in ice cream, including cookies and cream, chocolate chocolate, but what is our franchise? We must encourage them towards business endeavors and joint ventures. That political -- there are six thousand black educated officials, five percent, and if we were to play catch-up, it would take us 194 years. Today's students hold the key to the quality of life. Finally, Cousteau suggests, that when swimming in shark infested waters, we have to know that we will never be able to identify all of the fish in the water; we will never be able to recognize one each by it's classification or categorization. In other words, swimming in shark infested waters, some of the fish will look like sharks and they will be fish. Some of the sharks will look like fish and they will be sharks. Thus, when we are dealing with the matters of retention, and the multiple issues that impact it, some will be about color and not of our kind, and some will be about kind, but not of our color. And so when swimming in shark infested waters, we must be sure to identify all unidentified fish as sharks!

A soldier was on a field mission and discovered that he was in trouble; he called his commanding officer and asked him to--"Send help! The enemy is near!" The commanding officer called back and said, "There is no one to send, help yourself."

And that's the message for black colleges and universities today, that we must make our own effort to save ourselves for ourselves and help ourselves. We must help ourselves to curriculum choices which will prepare our students for a technological age. We must help ourselves by directing our students to what they could be, if they would be. We must help ourselves by understanding -- that in unity there is strength.

Maya Angelo said, "You may write me down in history, with your bitter twisted lies, you may trod me in the very dirt, but still like dust, I'll rise." There will be coalitions and connectedness; there must be a network that works. It will take all of us, counselors, teachers and parents. It will take the black colleges and universities, the National Association for Equal Opportunity and Higher Education and the United Negro College Fund. Yes, they are correct, "The mind is a terrible thing to waste!" It is going to take the NAACP, the National Advisory Committee, but it is also going to take those in our number--First National Conference on Retention for Black Students in Historically/Traditionally Black Colleges. Because the roll call is clear, that in Alabama 85% of the black veterinarians in the United States were trained at the School of Veterinary Science at Tuskegee. In Arkansas, 50% of all the black physicians practicing in Little Rock finished Philander-Smith. In Florida, the Wall Street Journal made it very clear that when they reported, Harvard Business School move over because here comes FAMU. We're clear. In Georgia, inter-denominational theological Center, that gradutes one-third of all black ministers in this country and half of all the black chaplains. In Georgia, Spelman enjoys a freshman class having the highest SAT scores in it's history. We see the only black Putlizer prize winner from Georgia is a Morris Brown graduate. In Louisiana, Xavier University is one of the top five United States Universities, black or white. In the total number of it's black graduates who attend medical school, Xavier College of Pharmacy trains 14% of all black pharmacist. More than any other pharmacy school in this nation. In Mississippi, 40% of the black health care professionals in Mississippi are Tougaloo graduates. In North Carolina, the nation's first black neuro-surgeon finished Livingstone College. In South Carolina, Benedict enrolled 12% of the black students preparing for a BA degree, four years and awarded 16% of those degrees for the whole state. In Tennessee, a graduate of Lane has patented over 20 inventions in the area of medical technology. In Texas, Bishop houses the only laboratory on a black college campus for sequencing and analyzing the closing of genes. In Virginia, the majority of black lawyers in the Richmond area are graduates of Virginia Union University.

Thus some would say, that our survival will come by savvy shabby and responsibility, but I suggest to you that our survival will come by true-grit, mnother-wit and the fact that we shall not forget!

So, as you go back to your various colleges and universities, as you take on the mantle of retention, of excellence without excuse, of maintaining o our students for their own survival, take with you this story of a little boy in Detroit, Michigan. This little boy was told by his mother, "Son, I want you to go to school and I want you to be excellent, because momma is not always going to be here. I want you and your brothers and sisters, to be an example and understand that a good education will be a bridge over troubled waters. The little boy took his brothers and sisters to school--they had perfect attendance--a 4.0 grade average. And then one day, the little boy went to the teacher and said, "Sir, tomorrow my brothers and sisters and I must be excused. And we must be excused for a very good reason." The teacher asked "What is your reason, you've never been absent?" The little boy responded, "Tomorrow we must attend our mother's funeral." The teacher was stunned...stunned, because these children were beloved. The teacher took the children to the Principal and the teacher and the Principal wept together. And they wept because they had no incliniation that the child's mother was ill. He said, "Why didn't you tell us that your mother was sick?" Didn't you know that you were loved by this whole student body?" And the little boy said, "You don't understand. We understood the roll call of those who made it against the odds. We understood that in our number that there were those who took little and gave much. Our momma told us that this day was coming."

So, if it is retention, it is survival. If it is retention, we will focus on curriculum. If it is retention, we will look at the alumni and the community. If it is retention, we will look at the realities-- as we go back to Central State, and Spelman, and Medgar-Evers. As we go back to North Carolina Central, Jackson State and Grambling, Remember the words of Berton Braley...

> If you want a thing bad enough to go out and fight
> for it, to work day and night for it. To give your
> time and your peace and your sleep for it. If your
> only desire of it makes you hold all other things
> so far beneath it, if life seems empty and useless
> without it, and all that you scheme and dream is
> about it. If gladly you'll fret for it, and sweat
> for it, and plan for it, if you'll simply go after
> that thing that you want with all of your capacity,
> strength and sagacity, faith, hope and confidence
> and stern pertinacity, If neither cold, nor poverty,
> nor famish, nor gaunt, nor sickness, nor pain of body
> or brain can keep us away from that thing that we want,
>
> If dogged and grim
> You besiege and beset it
> Then, surely, you will get it.

Wherever you hear my name, know that Pat Russell-McCloud came to Florida and said, "As for me, I take the testimony of the son-writer that, "I don't feel noways tired! I've come too far from where I started from.

## SUMMARY OF REGISTRATION

| INSTITUTIONAL IDENTIFICATION | NUMBER OF PARTICIPANTS | PERCENTAGES(%) OF N = 207 |
|---|---|---|
| Black Institutions | 114 | 55 |
| White Institutions | 57 | 28 |
| Corporations/Businesses | 15 | 7 |
| Educational Organizations | 3 | 1 |
| Government | 16 | 8 |
| Missing Data | 2 | 1 |
| TOTAL | N = 207 | 100% |

**BEST WISHES FOR A**

**SUCCESSFUL MEETING**

***COMPLIMENTS OF***

**OMEGA PSI PHI FRATERNITY, INC.**

# CONFERENCE STATISTICS

1. Total number of participants: 207

2. Participant Representation
    - 114 representing Black Institutions
    - 57 representing Non-Black Institutions
    - 15 representing Corporations/Businesses
    - 3 representing Educational Organizations
    - 16 representing State/Federal Government
    - 2 represention not stated

3. Classification by types of institution
    - 63 Four Year Institutions
    - 13 Two Year Institutions
    - 1 Technical Institute

4. Total number of states: 22 + District of Columbia

5. Total number of Black Institutions: 53

6. Total number of papers and workshops: 40

7. Concurrent Session Presentors: 52
   Major Speakers: 4
   Special Feature Presentors: 8

8. Six states with highest number of Black Insitutions
    - North Carolina (8)
    - Georgia (7)
    - Alabama (6)
    - Florida, Maryland and South Carolina (4 each)

9. Six states with highest number of participants
    - Florida (72)
    - Georgia and North Carolina (16 each)
    - Alamba (14)
    - New York and District of Columbia (13 each)

Institutions
- 63 Senior Colleges & Universities
- 13 Community Colleges
- 1 Technical Institute

## HISTORICALLY BLACK/PREDOMINANTLY WHITE INSTITUTIONAL PROFILE

| States | # of Historically Black Institutions | # of Predominantly White Institutions | Other | States TOTAL |
|---|---|---|---|---|
| ALABAMA | 6 | 2 | 0 | 8 |
| ARKANSAS | 1 | 0 | 0 | 1 |
| COLORADO | - | - | 1 | 1 |
| DELAWARE | 1 | 0 | 0 | 1 |
| FLORIDA | 4 | 14 | 7 | 25 |
| GEORGIA | 7 | 0 | 1 | 8 |
| ILLINOIS | 1 | 1 | 0 | 2 |
| MASSACHUSETTS | - | 1 | 0 | 1 |
| KENTUCKY | 1 | 0 | 0 | 1 |
| LOUISIANA | 2 | 0 | 1 | 3 |
| MARYLAND | 4 | 0 | 1 | 5 |
| MICHIGAN | 1 | 1 | 0 | 2 |
| NEW JERSEY | - | 2 | 3 | 5 |
| NEW YORK | 2 | 3 | 2 | 7 |
| OKLAHOMA | 1 | 0 | 1 | 2 |
| NORTH CAROLINA | 8 | 1 | 1 | 10 |
| OHIO | 2 | 0 | 1 | 3 |
| PENNSYLVANIA | 1 | 0 | 2 | 3 |
| DISTRICT OF COLUMBIA | 2 | 0 | 6 | 8 |
| SOUTH CAROLINA | 4 | 0 | 0 | 4 |
| TEXAS | 2 | 0 | 0 | 2 |
| TENNESSEE | 1 | 0 | 0 | 1 |
| VIRGINIA | 2 | 0 | 2 | 4 |
| (23) TOTAL | 53 | 25 | 29 | 107 |

## CONFERENCE ROSTER BY STATES AND INSTITUTIONS/AFFILIATIONS

### ALABAMA

| Institutions | No. of Participants |
|---|---|
| Stillman College | 3 |
| Concordia College | 3 |
| Alabama A&M University | 2 |
| Tuskegee University | 2 |
| Miles College | 1 |
| Alabama State University | 1 |
| Livingston University | 1 |
| Oakwood College | 1 |

14

### ARKANSAS

| Institutions | No. of Participants |
|---|---|
| University of Arkansas | 2 |

2

### COLORADO

| Institutions | No. of Participants |
|---|---|
| United States Air Force Academy | 1 |

1

### DELAWARE

| Institutions | No. of Participants |
|---|---|
| Delaware State College | 1 |

## DISTRICT OF COLUMBIA

| Institutions | No. of Participants |
|---|---|
| United States Department of Agriculture (USDA) | 5 |
| University of the District of Columbia | 2 |
| Washington Center | 2 |
| United States Bureau of the Census | 1 |
| Institute of International Education | 1 |
| Howard University | 1 |
| National Association for Equal Opportunity in Higher Education | 1 |
| Human and Civil Rights Specialist | 1 |
| | 13 |

## FLORIDA

| Institutions | No. of Participants |
|---|---|
| Florida A and M University | 24 |
| Miami-Dade Community College/North Campus | 16 |
| Florida State University | 3 |
| Bethune-Cookman College | 3 |
| St. Petersburg Junior College | 2 |
| University of Central Florida | 2 |
| Edward Waters College | 2 |
| Florida Memorial College | 2 |
| University of Florida-Gainesville | 2 |
| Daytona Beach Community College | 1 |
| Edison Community College | 1 |
| Valencia Community College | 1 |
| Florida Board of Regents | 1 |
| Brevard Community College | 1 |
| Florida Department of Education | 1 |
| Orange County Schools | 1 |
| Seminole Community College | 1 |
| Pasco-Hernando Community College | 1 |
| Greater Orlando Alumni Chapter -FAMU | 1 |
| Florida Institute of Education | 2 |
| Palm Beach Junior College | 1 |
| Broward Community College | 1 |
| North Florida Junior College | 1 |
| Chamber of Commerce | 1 |
| Florida Black Student Association | 1 |
| | 72 |

## GEORGIA

| Institutions | No. of Participants | |
|---|---|---|
| Clark College | 4 | |
| Morris Brown College | 2 | |
| Atlanta Junior College | 2 | |
| Albany State College | 2 | |
| Spelman College | 2 | |
| Paine College | 2 | |
| Atlanta University | 1 | |
| Private Practice Attorney | 1 | |
| | | 16 |

## ILLINOIS

| Institutions | No. of Participants | |
|---|---|---|
| Southern Illinois University | 1 | |
| Chicago State University | 1 | |
| | | 2 |

## KENTUCKY

| Institutions | No. of Participants | |
|---|---|---|
| Kentucky State University | 5 | |
| | | 5 |

## LOUISIANA

| Institutions | No. of Participants | |
|---|---|---|
| Grambling State University | 3 | |
| Southern University | 2 | |
| Consultant | 1 | |
| | | 6 |

## MASSACHUSETTS

| Institutions | No. of Participants | |
|---|---|---|
| Tufts University | 1 | |
| | | 1 |

## MARYLAND

| Institutions | No. of Participants |
|---|---|
| Morgan State University | 2 |
| Maryland State Board of Higher Education | 2 |
| University of Maryland-Eastern Shore | 1 |
| Sojourner Douglas College | 1 |
| Bowie State College | 1 |
| | 7 |

## MICHIGAN

| Institutions | No. of Participants |
|---|---|
| University of Michigan | 1 |
| Wayne State University | 1 |
| | 2 |

## NEW JERSEY

| Institutions | No. of Participants |
|---|---|
| Woodrow Wilson National Fellowship Foundation | 2 |
| Educational Testing Service | 1 |
| Bell Communications Research | 1 |
| Trenton State College | 1 |
| Kean College of New Jersey | 1 |
| | 6 |

## NORTH CAROLINA

| Institutions | No. of Participants |
|---|---|
| Elizabeth City State University | 3 |
| North Carolina A&T State University | 2 |
| Winston-Salem State University | 2 |
| North Carolina Central University | 2 |
| Bennett College | 2 |
| Fayetteville State University | 1 |
| Durham Technical Institute | 1 |
| North Carolina Department of Community Colleges | 1 |
| St. Augustine's College | 1 |
| Johnson C. Smith University | 1 |
| | 16 |

## OHIO

| Institutions | No. of Participants |
|---|---|
| Central State University | 5 |
| National Association of College Administrators | 1 |
| Cuyahoga Community College | 1 |

7

## OKLAHOMA

| Institutions | No. of Participants |
|---|---|
| Langston University | 1 |
| Office of the Governor | 1 |

2

## PENNSYLVANIA

| Institutions | No. of Participants |
|---|---|
| CIGNA Corporation | 1 |
| Consultant | 1 |
| Lincoln University | 1 |

3

## SOUTH CAROLINA

| Institutions | No. of Participants |
|---|---|
| South Carolina State College | 2 |
| Benedict College | 1 |
| Morris College | 1 |
| Claflin College | 1 |

5

## TEXAS

| Institutions | No. of Participants |
|---|---|
| Texas Southern University | 1 |
| Jarvis Christian College | 1 |

2

## TENNESSEE

| Institutions | No. of Participants | |
|---|---|---|
| Tennessee State University | 1 | |
| | | 1 |

## VIRGINIA

| Institutions | No. of Participants | |
|---|---|---|
| Norfolk State University | 4 | |
| United States Army | 2 | |
| Hampton University | 1 | |
| C.E.S.H.E.P., Ltd. | 1 | |
| | | 8 |

## NEW YORK

| Institutions | No. of Participants | |
|---|---|---|
| Medgar Evers College | 6 | |
| College of New Rochelle | 2 | |
| St. John's University | 1 | |
| Strategic Learning Systems | 1 | |
| Colgate University | 1 | |
| Malcolm-King: Harlem College | 1 | |
| United Negro College Fund | 1 | |
| | | 13 |

**Florida Agricultural and Mechanical University**
Tallahassee, Florida
ZIP CODE: 32307

*404 Foote Hilyer Administration Center*

First National Conference on Black Student Retention at
Historically/Traditionally Black Colleges and Universities

# CONFERENCE EVALUATION RESULTS

Key:
X - Item rating receiving highest responses

## I. CONFERENCE ORGANIZATION

| | POOR | FAIR | GOOD | EXCELLENT |
|---|---|---|---|---|
| a. Pre-Conference Information | | | | X |
| b. Registration | | | | X |
| c. Appropriateness of Agenda | | | | X |
| d. Flow of Activities | | | X | |
| e. Structure of Program | | | | X |
| f. Quality of Program | | | | X |
| g. Information Exchange | | | | X |
| h. Conference Material | | | | X |
| i. Conference Dates | | | X | |
| j. Length of Conference | | | | X |

## II. SPECIAL ACTIVITIES

| | POOR | FAIR | GOOD | EXCELLENT |
|---|---|---|---|---|
| Wednesday, November 6th | | | | |
| a. Autograph Session | | | X | |
| Thursday, November 7th | | | | |
| b. HBCU - USDA Program | | | X | |
| c. Panel Presentation | | | X | |

CONFERENCE EVALUATION RESULTS
Cont'd Page -2-

| | POOR | FAIR | GOOD | EXCELLENT |
|---|---|---|---|---|
| III. FACILITIES/ACCOMMODATIONS | | | | |
| a. Hotel Facilities | | | X | |
| b. Hotel Service | | | X | |
| c. Conference Site (location) | | | | X |
| d. Conference Accommodations | | | | X |
| e. Conference Food Service | | | X | |

IV. Should this conference be offered again: X Yes ____ NO

If so, X Annually ____ Bi-Ennually

V. When is the best time of year for the conference:

____ Winter ____ Spring ____ Summer X Fall

State a preferred month: ____ JAN ____ FEB ____ MAR ____ APR
____ MAY ____ JUN ____ JUL ____ AUG ____ SEP ____ OCT
X NOV ____ DEC

VI. What is your preferred location for a conference:

X Atlanta ____ Chicago ____ Dallas ____ Houston
____ Miami ____ Nashville ____ New Orleans ____ New York
____ St. Louis ____ Washington/Baltimore

## CONFERENCE STAFF

Clinita Arnsby Ford, Ph.D.
Conference Coordinator

Ms. Gerri Chambers
Dr. Jonathan Elimimian
Dr. Rufus Ellis, Jr.
Mr. Henry Ellison
Mrs. Patricia Gibson
Mr. John Hickman, Esq.
Mrs. Sandra Inge
Mr. Ennis Jacobs
Ms. Gladys Johnson

Ms. Adel Manatee
Mr. Sam Morris
Mr. Joe Roach
Mr. Saeed Torof
Mr. David Voss
Dr. Eve Wanton
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# ACKNOWLEDGEMENTS

Americana Dutch Resort Hotel
Buena Vista, FL

AT&T Phone Center
Orlando, FL

B&W Fruit Market
Tallahassee, FL

Champale, Inc.
Deltonia, FL

Chenoweth Distributing Company
Tallahassee, FL

Corporate Headquarters
Westfield, NJ

Cypress Gardens
Cypress Gardens, FL

Eastern Arlines
Miami, FL

Equal Opportunity in Higher Education
Arlington, VA

FAMU Alumni Office
Tallahassee, FL

FAMU Bookstore
Tallahassee, FL

Florida Division of Tourism
Tallahassee, FL

Florida Jai Alai
Fern Park, FL

Florida Leisure Attractions, Inc.
Silver Spring, FL

Gatorland Zoo
Orlando, FL

Hertz Rental Car
Alexandria, VA

Jodian Enterprises
Tallahassee, FL

Johnson Publishing Company, Inc.
Chicago, IL

Jones High School Choir
Orlando, FL

Jossey-Bass Inc., Publishers
San Francisco, CA

Kinko's Copies
Tallahassee, FL

Kraft, Inc.
Glenview, IL

M and M Products, Inc.
Atlanta, GA

Mutual Federal Savings and
Loan Associateion
Atlanta, GA

Medieval Times
Kissimmee, FL

National Association for Equal
Opportunity in Higher Education
Washington, DC

Sea World, Inc.
Orlando, FL

Sir Speedy Printers
Tallahassee, FL

Shakespeare's of Church Street
Orlando, FL

U.S. Department of Agriculture
Washington, DC

U.S. Army Training and Doctrine
Fort Monroe, VA

Weekly Challenger, The
Tampa/St. Petersburg, FL

Western Journal of Black Studies
Pullman, VA

Woodrow Wilson National
Fellowship Foundation
Princeton, NJ

Zayre Corporation
Framingham, MA

## PROGRAM PARTICIPANT ROSTER

Akbar, Na'im (1)
Baldwin, Gwen (19B)
Belcher, Bernice (4)
Bell, Marcus (12, 13, 14)
Belle, Robert (7)
Bembry, Lawerence (19B)
Blake, Bessie (17)
Blake, Elias (20)
Bolden, Jonn (14)
Bradley, Rosa (29)
Braithwaite, Marilyn (24)
Brown, Lester (4)
Brown, Shirley (45)
Buford, Phyllis (29)
Chambers, Gerri (35, 36)
Clayton, Robert (4, 20)
Cobb, Wayne (24)
Cole, Earnestine (4)
Culmer, Betty (19B)
Davis, John (37)
Dunn, Willie (9)
Durley, Gerald (16)
Dusenbery, Miriam (38)
Elimimian, Jonathan (40, 41, 42)
Ellis, Jr., Rufus (37, 38, 39)
Ellison, Henry (39)
Evans, Therman (20)
Fisher, Harold (31)
Fleming, Jacqueline (8, 19A)
Ford, Clinita (1, 20, 21, 43, 47)
Gates, Rebecca (23)
Greene, Perry (17)
Grisby, Clayton (2)
Hargrett, Edna (1)
Harris, Eda (29)
Hester, Paul (22)
Hickman, John (39)
Hilton, Keith (34)
Hoard, David (33)
Humphries, Frederick (1, 15, 16, 17, 19B, 20)
Hunter, Wilber (21)
Hyman, Anne (27)
Inge, Sandra (20)
Jackson, Edward (30)
Jackson, Norman (42)
Jeremiah, Milford (6)
Johnson, A. Lee (18)
Keller, Michael (3)
Klint, Lily (5)
Knox, Betty (10)
Lang, Marvel (12)
Malloy, Irma (17)
Massey, Deloris (20, 28)
McQuilkin, Paul (7)
Moore, Bennie (4)
Muhammad, Hajar (20)
Myers, Samuel (20)
Nelson, William (23)
O'Daniel, Richard (26)
Odutola, Adenij. (41)
Patterson, Bernita (41)
Reyes, Flerida (29)
Robinson, Juanita (15)
Rollins, Cheryl (3)
Russell, Patricia (47)
Sanders, Isaac (20, 31, 32, 33, 34)
Sprenger, William (21)
Smith, Melvin (20, 40)
Stokes, George (22, 23, 24)
Taylor, Jo Beth (32)
Thomas, Lydia (25, 26, 27)
Voss, David (9, 10, 11, 35)
Wanton, Eva (21, 28, 29, 30)
Whitehead, Eric (35)
Wilson, David (43, 44, 45)
Worthy, Sharon (5, 6, 19B, 20)
Wright, Harold (13)
Wynn, Cordell (2, 3, 8)
Zerom, Tewelde (44)

## ROSTER OF CONFERENCE PARTICIPANTS

| PARTICIPANTS | INSTITUION/ORGANIZATION | STATE |
|---|---|---|
| Ackins, Martha R. | St. Petersburg Junior College | FL |
| Akbar, Na'im | Florida State University | FL |
| Alexander, Sandra C. | North Carolina A&T State Univ | NC |
| Amos, Saundra P. | Winston-Salem State Unversity | NC |
| Anderson, Julia B. | Bennett College, Greensboro | NC |
| Andrews, Archie | University of Michigan, Ann Arbor | MI |
| Armbrister, Vashi C. | Miami-Dade Community College | FL |
| Baldwin, Gwen | U.S. Department of Agriculture | DC |
| Baldwin, Samuel | Clark College | GA |
| Barragan, Roberto Jr. | Bethune-Cookman College | FL |
| Bateman-Chandler, Robbie | Benedict College | SC |
| Belcher, Bernice | Miami-Dade Community College | FL |
| Bell, Marcus | Atlanta Junior College | GA |
| Bella, Robert L. | University of Central Florida | FL |
| Bembry, Lawerence | U.S. Department of Agriculture | DC |
| Berry, Beverly | Kean College of New Jersey | NJ |
| Blake, Bessie W. | College of New Rochelle | NY |
| Blake, Elias | Clark College | GA |
| Boiden, John H. | Florida State University | FL |
| Bradley, Rosa Mae | Medgar-Evers College | NY |
| Brailey, Queen B. | South Carolina State College | SC |
| Baitwaite, Marilyn | Tufts University | MA |
| Brown, Edith | * | * |
| Brown, Lester B. | Miami-Dade Community College | FL |
| Brown, Shirley D. | Southern University | LA |
| Bryant, Carl | United States Air Force Academy | DC |
| Buck, Roland E. | North Carolina A&T State Univ | NC |
| Buford, Phyllis | Medgar Evers College | NY |
| Cannon, Carmen B. | Howard University | DC |
| Chambers, Geraldine B. | Florida A&M University | FL |
| Chase, Pearline | Kentucky State University | KY |
| Clark, Sulayman | Hampton University | VA |
| Clayton, Robert | C.E.S.H.E.P., Ltd. | VA |
| Cobb, Wayne | Consultant | VA |
| Coffman, Joseph | Atlanta University | GA |
| Cole, Ernestine B. | Miami-Dade Community College | FL |
| Collins, Linda | Edwards Waters College | FL |
| Cook, Eula M. | Miami-Dade Community College | FL |
| Cottle, Matthew | Tennessee State University | TN |
| Crider, Tyrone | Central State University | OH |

*** - Data Not Available**

| | | |
|---|---|---|
| Cuervo, Graciela | Florida A&M University | FL |
| Culmar, Betty | U.S. Department of Agriculture | DC |
| Davis, John M. | Florida A&M University | FL |
| Davis, Shelley E. | Miami-Dade Community College | FL |
| Desousa, Danilo J. | Morgan State University | MD |
| Dozier, William L. | Miami-Dade Community College | FL |
| Dunn, Willie J. | Miles College | AL |
| Durley, Gerald L. | Clark College | GA |
| Dusenbary, Miriam C. | Southern Illinois University | IL |
| Earley, Diane S. | Florida A&M University | FL |
| Elimimian, Jonathan U. | Florida A&M University | FL |
| Ellis, Rufus, Jr. | Florida A&M University | FL |
| Ellison, Henry | Florida A&M University | FL |
| Evans, Hattie F. | South Carolina State College | SC |
| Evans, Theman | Cigna Corp. | PA |
| Ezeze, Kpakpundu | Florida Memorial College | FL |
| Fenceroy, Emma R. | Florida A&M University | FL |
| Fennell, Dwight J. | Morris Brown College | GA |
| Fisher, Harold | Bell Communications Research | NJ |
| Fleming, Jacqueline | Author, "Blacks in College" | NY |
| Floyd, McAuthor | Alabama A&M University | AL |
| Floyd, Thomas | Pasco-Hernando Community College | FL |
| Ford, Clinita | Florida A&M University | FL |
| Gadson, Melvin F. | Winston-Salem State University | NC |
| Gaffney, Charles | University of the Dist of Columbia | DC |
| Gates, Rebecca I. | Delaware State College | DE |
| Gelzer, Lawanna R. | The FL Black Student Association | FL |
| Glover, Leslie J. | University of Arkansas | AR |
| Goins, Annette P. | Bethune Cookman College | FL |
| Gore, Joseph A. | Stillman College | DC |
| Gordon, Mary F. | Washington Center | DC |
| Goss, James | St. Petersburg Junior College | FL |
| Green, T. Eric | Grambling State University | LA |
| Greene, Ferry | College of New Rochelle | NY |
| Grisby, Clayton D. | Central State University | OH |
| Harrell, Tharsteen | Concordia College | AL |
| Harris, Alfred | Florida State University | NC |
| Harris, Dorothy J. | Bennett College | NC |
| Harris, Eda | Medgar Evers College | NY |
| Harris, William | Orange County Schools | FL |
| Helm, Finley | Kentucky State University | KY |
| Henderson, Anne | Elizabeth City State University | NC |
| Henry, Cynthia E. | Florida A&M University | FL |
| Hester, Paul H. | North Carolina Central Univ. | NC |
| Hickman, John C. | Florida A&M University | FL |
| Higgins, Eddie | University of Arkansas | AR |
| Holton, Keith O. | St. John's University | NY |
| Hoard, David | Washington Center | DC |
| Humphries, Frederick | Florida A&M University | FL |
| Hunter, Sandra | University of MD-Eastern Shore | Md |

|  |  |  |
|---|---|---|
| Hunter, Wilbur | U.S. Army | VA |
| Hyman, Anne H. | Chicago State University | IL |
| Inge, Saundra | Florida A&M University | FL |
| Jackson, Edward M. | Fayetteville State University | NC |
| Jackson, Norman A. | Florida A&M University | FL |
| Jarrett, Sadie L. | Concordia College | AL |
| Jennings, James E. | Florida A&M University | FL |
| Jeremiah, Milford A. | Morgan State University | MD |
| Johnson, A. Lee | Strategic Learning Systems | NY |
| Johnson, Fran | Alabama A&M University | AL |
|  |  |  |
| Jones, Andrew C. | Sojourner-Douglas College | MD |
| Jones, Carol | Elizabeth City State University | NC |
| Jones, Margaret A. | Seminole Community College | FL |
| Jones, Pat C. | Durham Technical Institute | NC |
| Jones, Willie | Stillman College | AL |
| Joseph, Gloria | Morris Brown College | GA |
| Keller, Michael J. | Maryland Stte Board of Higher Ed. | MD |
| Kliot, Lily A. | Cuyahoga Community College | OH |
| Knox, Betty E. | N.C. Dept. of Community College | NC |
| Lamar, James E. | Miami-Dade Community College | FL |
|  |  |  |
| Lang, Marvel | U.S. Bureau of the Census | DC |
| Lawrence, Willie L. | Langston University | OK |
| Lewis, Henry A. | Miami-Dade Community College | FL |
| Lewis, June E. | Miami-Dade Community College | FL |
| Lowman, Elaine | Board of Regents | FL |
| Love, Eugene | Kentucky State University | KY |
| Lucas, Harold | Daytona Beach Community College | FL |
| Lupidi, Helena R. | Morris College | SC |
| Mahaffey, Russell H. | Elizabeth City State University | NC |
| Mainwaring, Conrad | Colgate University | NY |
|  |  |  |
| Malloy, Irma | Texas Southern University | TX |
| Massey, Delores | Post-secondary Education | FL |
| Moore, Bennie | Miami-Dade Community college | FL |
| Morgan, Fredrick | Edison Community College | FL |
| Morris, Sommie Lee | Florida A&M University | FL |
| Muhammad, Hajar | Medgar Evers College | NY |
| Myers, Samuel | Organization of Black Colleges | DC |
| McFarland, Ramon | Human & Civil Rights Specialist | DC |
| McNair, Betty | Atlanta Junior College | GA |
| McNeil, Regina | Education Testing College | NJ |
|  |  |  |
| McQuilkin, Paul | University of Central Florida | FL |
| Nelson, William | St. Augustine's College | NC |
| Niblack, Ernest | FAMU Alumni Association | FL |
| Nicholas, Claudia | University of the Dist of Columbia | DC |
| O'Daniel, Richard | Norfolk State University | VA |
| Odutola, Adeniji | Florida A&M University | FL |
| Pancholy, Sunil | Florida A&M University | FL |
| Parham, James | Central State University | OH |
| Patterson, Bernita | Consultant | LA |
| Petit, Nicholas | Kentucky State University | KY |

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|---|---|---|
| Phillips, Roy | Miami-Dade Community College | FL |
| Pinkard, Elfred | Florida Memorial College | FL |
| Pleasants, Charles | Norfolk State University | VA |
| Pope, Keith | Florida A&M University | FL |
| Rader, Martha | University of North Florida | FL |
| Ramsey, McNair | Concordia College | AL |
| Reyes, Flerida | Medgar Evers College | NY |
| Rhoden, Joyce | Tuskeegee University | AL |
| Rivers, Aline | Spelman College | GA |
| Roberts, Ramara | Claffin College | SC |
| | | |
| Robinson, Juanita | Southern University | LA |
| Robinson, Tracey | Johnson C. Smith University | NC |
| Robinson, Trinette | Palm Beach Junior College | FL |
| Rollins, Cheryl | Maryland State Board of Higher Educ | MD |
| Roundtree, Gwendolyn | Malcolm-King Harlem College | NY |
| Russell, Patricia A. | Attorney | GA |
| Sanders, Issac | Woodrow Wilson Foundation | NJ |
| Scurry, Henry | Miami-Dade Community College | FL |
| Shakir, Adib A. | Bethune-Cookman College | FL |
| Sherron, Theodore | National Assoc. of College Adm. | OH |
| | | |
| Simmons, Julia | Wayne State University | MI |
| Sisay, Askia M. | Student Government | GA |
| Smith, Joe Lee | Brevard Community College | FL |
| Smith, Mary L. | Kentucky State College | KY |
| Smith, Melvin O. | Norfolk State University | VA |
| Smith, Rayma | Central State University | OH |
| Smith, Joe | * | – |
| Spence, Cynthia | Spelman College | GA |
| Sprenger, William | U.S. Army | VA |
| Stallworth, Charles | Albany State College | GA |
| | | |
| Steward, Betty | University of Florida | FL |
| Stokes, George | Institute of International Ed. | DC |
| Stover, John | Valencia Community College | FL |
| Taylor, Theodore | Broward Community College | FL |
| Taylor, Jo Beth | Jarvis Christian College | TX |
| Thomas, Lydia | Medgar Evers College | NY |
| Tomlin, Kyrice | Office of the Governor | OK |
| Torof, Saeed | Florida A&M University | FL |
| Trapp, Jerome | Miami-Dade Community College | FL |
| Turner, Audrey | Central State University | OH |
| | | |
| Voss, David | Florida A&M University | FL |
| Walker, Mary | Miami-Dade Community College | FL |
| Wanton, Eva C. | Florida A&M University | FL |
| Ware, Mary | Clark College | GA |
| Watson, Yvonne | Trenton State College | NJ |
| Webb, Linda | Oakwood College | AL |
| Wheeler, Patricia | Bowie State College | MD |
| White, Evelyn | Tuskegee University | AL |
| White, Mitch | United State Air Force Academy | CO |
| Whitehead, Eric | Florida A&M University | FL |

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|---|---|---|
| Whitman, Carl | Florida A&M University | FL |
| Whittaker, Sharon | Paine College | GA |
| Wigglesworth, Evelyn | Norfolk State University | VA |
| Williams, Anne | Grambling State University | LA |
| Williams, Derya | Edward Waters College | FL |
| Williams, Roger | Paine College | GA |
| Williams, Carolyn | North Carolina Central University | NC |
| Williams, Velma | Florida Institute of Education | FL |
| Wilson, David | Woodrow Wilson National Foundation | NJ |
| [illegible], Bernard | Lincoln University | PA |
| Worthy, Sharon | USDA | DC |
| Wright, Harold | North Florida Junior College | FL |
| Wynn, Cordell | Stillman College | AL |
| [illegible] | Grambling State University | LA |

* - Data Not Available

## SECOND NATIONAL CONFERENCE
## "BLACK STUDENT RETENTION IN HIGHER EDUCATION"

November 2-5, 1986

Atlanta Marriott Marquis Hotel